DOCUMENT RESUME

ED 106 227 SP 009 122

AUTHOR	Dudley, Tom, Ed.
TITLE	An Evaluation and Description of the Advisory and Learning Exchange, 1973-1974.
INSTITUTION	Advisory and Learning Exchange, Washington, D.C.
PUB DATE	Nov 74
NOTE	112p.; Evaluation conducted by Bureau of Educational Evaluation, Hofstra University
AVAILABLE FROM	Advisory and Learning Exchange, 1133 Fifteenth Street, N.W., Suite 100, Washington, D.C. 20005 (No price quoted)
EDRS PRICE	MF-$0.76 HC-$5.70 PLUS POSTAGE
DESCRIPTORS	Educational Innovation; Educational Needs; Educational Resources; Program Descriptions; Program Evaluation; *Resource Centers; *Teacher Education; *Workshops

ABSTRACT

This evaluation report of the Advisory and Learning Exchange (ALE) is divided into four sections. The first section explains the purpose of the evaluation as being to determine (a) what effect workshops have on participants, (b) what types of workshops are attended by which groups of people, and (c) to what extent and by whom the ALE is utilized as a resource center. The second section deals with philosophy and methods of evaluation. Section three concerns results and is divided into the following parts: (a) demographic information; (b) questionnaires, observations, and follow-up visits; and (c) unique characteristics of ALE. The fourth section presents final comments and recommendations by the evaluator. Four appendixes are also included which contain (a) tables of data from the workshops, (b) questionnaires and evaluation forms, (c) questionnaires completed by workshop participants, and (d) excerpts from the ALE Newsletter. (PB)

ED106227

An Evaluation and Description of the Advisory and Learning Exchange 1973 - 1974

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Conducted By

Esin Kaya, PROJECT DIRECTOR
Ruth Hyman, RESEARCH ASSISTANT

BUREAU OF EDUCATIONAL EVALUATION
Hofstra University

Charts, Editing and Layout By

Tom Dudley

SP009 122

ADVISORY AND LEARNING EXCHANGE
1133 FIFTEENTH STREET, N.W.
SUITE #100
WASHINGTON, D.C. -- 20005

November 1974

Funding Sources
1971 - 1974

FOUNDATIONS

THE MORRIS AND GWENDOLYN CAFRITZ FOUNDATION
Washington, D.C.

THE FORD FOUNDATION
New York, N.Y.

EUGENE AND AGNES E. MEYER FOUNDATION
Washington, D.C.

THE NEW WORLD FOUNDATION
New York, N.Y.

PUBLIC WELFARE FOUNDATION, INC.
Washington, D.C.

HATTIE M. STRONG FOUNDATION
Washington, D.C.

THE THIRD WORLD FOUNDATION
San Francisco, Calif.

CONTRACTS, GRANTS, AND REIMBURSED SERVICES

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Fund for the Improvement of Postsecondary Education

NATIONAL INSTITUTE OF EDUCATION

DISTRICT OF COLUMBIA GOVERNMENT

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

The costs of some services
were reimbursed by individuals,
private schools and other organizations.

PERSONNEL

Advisory Staff

Mary Alexander, *Language Arts*
Betty Atherton, *Resource Coordination*
Sai Chiang, *Assistant Librarian*
Olive Covington, *Director*
Pat Deans, *Administrative Secretary*
Margaret Dickman, *Special Education*
Ralph Faust, *Arts & Crafts*
Lila Hochberg, *Artist*
Andrea Irby, *Open Education*
Charito Kruvant, *Bilingual Education, Early Childhood Education*
Cemmy Peterson, *Mathematics*
Cynthia Poole, *Staff Assistant*
Eliana Roman, *Staff Assistant*
Miriam Ross, *Librarian*
Diane Trister, *Early Childhood Education*

ARE Staff

Pearl James, *Business Manager*
Karl Mathiasen, *Treasurer*
Linda Putnam, *Research & Curriculum Development*
Bertie Rogers, *Research & Curriculum Development*
Cathi Rodriques, *Administrative Assistant*
Mary Lela Sherburne, *President*
Mary Ann Williams, *Assistant Business Manager*

Board of Directors

Mrs. Barbara S. Bolling
Dr. James P. Comer
Mrs. Olive Covington
Mr. Joseph Featherstone
Mrs. Katherine Gibson
Dr. Irvin D. Gordy
Dr. Louis C. Krauthoff, II
Dr. Robert Lado
Mr. Karl Mathiasen, III
Mrs. Martha Newell
Mrs. Polly Shackleton
Mrs. Mary Lela Sherburne
Mr. Ronald Wertheim

PREFACE

This evaluation will be more meaningful if the reader is familiar with the genealogy of the Advisory and Learning Exchange. It has its roots in a decade of educational ferment, and social and political change.

Its earliest influences are rooted in the curriculum improvement movement of the 1960's in science, mathematics, and social studies, undertaken first by Education Development Center, Newton, Massachusetts. This organization extended some of its first practical efforts through the Innovation Team in the Model School Division in Washington, D.C.

A secondary influence was the movement to acquaint American education with the methodology of the integrated day in Britain, now known as "open classrooms." The Model School Division classrooms in Washington pioneered in setting up some early models.

A natural consequence of the open education movement and that of improvement of science curriculum was interest in the interactive intelligence theory of Jean Piaget presently reflected in practice in many of the ALE workshops.

These influences were interjected into an inner city setting in Washington, D.C. It was stirring with hope, experimentation, and new programs generated by the concentrated funding efforts of the sixties. Then in 1968, the civil disorders radically affected the heart of the city, where the Model Schools were located. But ideas and people survived.

THE INNOVATION TEAM

Workshop strategies, the methodologies of "hands-on-learning", open classrooms, and advisory support for teachers were all built into a teacher support system in the Model School Division, beginning in 1966-67.

The effort was spearheaded by an Innovation Team of 15 teachers who conducted workshops responding to teachers' needs,

and connected teachers and the Model School Division to resources of people and things which enriched and catalyzed the schools. Its impact was the subject of several studies.*

In 1970, changes in national and local educational policies affected the team. The Regional Educational Laboratory, operated by Education Development Center in Newton, Mass., had organized and partially supported team efforts; its funds were withdrawn. The District of Columbia Public School had administrative changes, which led to a reassertion of bureaucratic internal decision-making that ran counter to basic tenets of team functioning:

- [] Autonomy of teacher leadership in staff development;
- [] Access to purchasing and delivering classroom materials for workshops and training on an immediate need-related basis;
- [] Recognition of the right of a teacher to choose to participate in innovations and self-growth processes.

In order to support people and "growth points", a small group of teachers and community members organized an independent advisory. It was to operate autonomously outside the school system. It would serve public school teachers, as well as those from private, day-care, and alternative schools. Foundation and contract funding would be sought in order to sustain independence and collective decision-making by those who used the service.

Other strategies to be incorporated were:

- [] Combining different roles: administrators, teachers, parents and community people, in joint efforts.
- [] Encouraging exchange of talent.
- [] Developing a system of communication and responsiveness by which innovations could reach people.

The name "Advisory and Learning Exchange" was chosen to reflect the way the group would work. The present director, Olive

---

* H.R. Cort, Jr., et. al., An Evaluation of the Innovation Team Program in the D.C. Model School Division, Educational Research and Evaluation Unit, Educational Studies Department, Washington School of Psychiatry, Washington, D.C., September 16, 1969; Mary Lela Sherburne, The Cardozo Model School District: A Peach Tree Grows on T Street, Education Development Center, Inc., Newton, Massachusetts, 1967.

Covington, who had been a member of the Innovation Team, became director, and has sustained a creative leadership from the beginning.

I headed the administrative organization. I had organized the first team out of the development office of the Elementary Science Study, and I later directed the Educational Regional Laboratory Program of Educational Development Center.

ADVISORY AND LEARNING EXCHANGE -- ALE

ALE opened its doors in the fall of 1971 with a very simple workshop. Forty people agreed to work together and bring in others -- they made a symbolic chain by which they linked themselves one to the other.

That linking has continued -- from 40 people, a network of 3,000 people now receive the ALE Newsletter. Others receive personal consultation, help with resources, workshops in schools, and a myriad of impacts from personal and organizational influences of ALE in the city.

From the first, the ALE resource center and workshops have been located in a downtown office building for easy and continuous access. The setting is informal -- people are invited to drop in to browse, to work in the crafts shop, or to participate in workshops from 9 A.M. to 9 P.M. Sessions are held every day and sometimes on Saturdays and weekends. They also take place in schools, community centers, and churches. This location and pattern of action worked from the first and it still flourishing.

The workshop is a major tool of linkage and exchange. Since it opened, ALE has conducted more than 600 workshops, on subjects ranging from the cognitive and developmental theories of Piaget, to strategies of better school management. Leaders of workshops have been teachers, staff members, consultants, or community volunteers. Always, the content as well as the personnel represent the wide multi-cultural community of Washington. One staff member is Spanish-speaking, and a bilingual aspect is interjected into the full range of programs. Ten full and part-time members of the staff carry out these programs.

Now three years after the opening of ALE, it has retained much of its original focus. It has been successful and filled a need.

The accomplishments reported in this evaluation have roots in a consistent educational endeavour that has occured over a period of almost ten years. The skills of the people who work in and with ALE, and the networks of credibility which they share through school systems and community operations, were the creation of many people during this time.

Interrelationships which support ALE exist above, across and into many formal organizations. These interrelationships are supportive to each, however ALE is still independent and operates outside their control.

ALE is a dynamic and responsive organization -- therefore, the evaluation should be viewed as a slice of time, describing ALE as it was when it was observed.

When the reader reads this, ALE will already have changed, and it is the hope of all whom it links that it will have continued to "grow".

Mary Lela Sherburne

-- Mary Lela Sherburne --

November 5, 1974
Washington, D.C.

Table of Contents

CONTENTS	PAGE NUMBER
PREFACE	i
OBJECTIVES OF THE EVALUATION	1
PHILOSOPHY AND METHOD OF EVALUATION	5
RESULTS OF THE EVALUATION	7-23
Part I - Demographic Information	7
Part II - Questionnaires, Observations and Follow-up Visits	11-19
Questionnaires	11
Observations	14
Follow-up Visits	15
Part III - Unique Characteristics of ALE	19-23
ALE Staff	20
The Library/Resource Center	20
ALE as an Independent Agency	22
FINAL COMMENTS AND RECOMMENDATIONS BY THE EVALUATOR	25
APPENDIX A - (LIST OF EVALUATION TABLES)	27-57
Table 1. List of 153 Different Workshops and their Dates	28

CONTENTS	PAGE NUMBER

Table 2. Workshop Attendance by Workshop Content Area from September 1973 to May 1974 33

Table 3. Summary of Workshop Attendance by Workshop Content Area 47

Table 4. School Affiliation by Workshop Content Area 48

Table 5. List of Observed Workshops 49

Table 6. Results of Questions 4 - 7 on Participants Questionnaire Form . 50

Table 7. Summary of Data from BEE Staff Observation Form 51

Table 8. Library/Resource Center Circulation 1973-74 53

Table 9. ALE Self-Supporting Activities, June 1973 - May 1974 [By Category] 54

Table 10. ALE Self-Supporting Activities, June 1973 - May 1974 - [By Category & Subject Area] 55

Table 11. ALE Workshops for which Lab Fees Were Charged, June 1973 - May 1974 56

Table 12. ALE Workshops for which Material Fees Were Charged, June 1973 - May 1974 57

APPENDIX B - (LIST OF EVALUATION FORMS) 59-66

Participants Questionnaire Form 60

BEE Staff Observation Form 62

Follow-up Visitation Form 66

CONTENTS	PAGE NUMBER

APPENDIX C - (QUESTIONNAIRE ANALYSIS FORMS) . . . 67-101

Dance: A Vehicle for Greater Achievement . . 68

Making a Terrarium 69

An Introduction to Open Education 70

General Workshop for LaSalle School Staff . . 72

Pre-School Curriculum from a Black Perspective 73

Batik and Puppets 74

Cheap and Easy Games to Make Children Think . 75

Cognitive Approach to a Pre-School Curriculum (Serial - Last session of 14) . . 76

Cognitive Approach to a Pre-School Curriculum (Second session of new series) . 79

A New Resource for Learning Centers 80

Proposal Writing 82

Individual Needs of Children: How to Meet More of Them 83

Secondary School Social Studies Teachers (An exchange of Ideas Session) 85

Cognitive Approach to a Pre-School Curriculum (Serial - 4th session) 86

Math for Classrooms & Labs: Beanstick & Dominoes (2nd in series of 5 sessions) . . . 88

Cooking with Young Children 90

The City 91

CONTENTS	PAGE NUMBER

Achievement Tests: What do they Test? 92

Changing Ideas about Children 94

Making Pre-School Materials (2nd of 3 full-day sessions) 95

Making Paper Airplanes 97

Reading Techniques (3rd of 7 sessions) 98

Socio-Dramatic Play II (2nd of 2 sessions) . . 100

APPENDIX D - (EXCERPTS FROM ALE NEWSLETTER) . . . 102-104

Typical ALE Newsletter Calendar 103

Typical Page of ALE Newsletter giving descriptions of each workshop offered . . . 104

OBJECTIVES OF THE EVALUATION

The Bureau of Educational Evaluation contracted with the Advisory and Learning Exchange to conduct a process evaluation of its major functions during the 1973-74 academic year and to analyze data obtained from the Summer 1973 workshops. The Summer 1973 data was reported under separate cover in September 1973 and therefore will not be included in this report.

The 1973-74 evaluation was built upon results of an earlier association between ALE and BEE. During the previous year, BEE had assisted ALE with the development of a data collection and recording system. This system was organized to provide basic demographic data concerning both the workshops offered by ALE, and the population that attended those workshops. Early in the Fall of 1973, the Director of BEE met with the ALE staff to identify the specific questions which they felt should be answered by the evaluation. Members of Associates for Renewal in Education (ARE), the parent institution of which ALE is a subsidiary, were also consulted about the desired objectives for the evaluation. Finally, the following questions were agreed upon by all:

I. WHAT EFFECT DO WORKSHOPS HAVE ON THE PARTICIPANTS?

A. What changes in the participants' behavior or attitude result from attendance at the workshops?

1. Do the participants report the ways in which their thinking is influenced by either the ALE workshop or newsletter?

2. Do the participants use any techniques or materials which they learned about at ALE?

B. Do the participants demonstrate ways in which they further publicize the benefits they have received from ALE?

1. Have the participants shared or introduced to others any ideas received from ALE? In what ways?

2. How do the participants feel about the value of the workshops not only to themselves but to others involved in the educational process?

II. WHAT TYPES OF WORKSHOPS ARE ATTENDED BY WHICH GROUP OF PEOPLE?

A. Are short, one-evening workshops more or less effective than intensive two-three day workshops? How do the participants feel about the value of a single workshop in a series?

B. Do workshops which are initiated by the participant groups draw more attendance than those initiated by ALE?

C. What topics in the workshops draw more attendance from city schools?

D. How much exchange is effected among the participants from the different groups? Do the participants feel that they meet new people and form new alliances which contribute to their growth?

II. TO WHAT EXTENT IS ALE UTILIZED AS A RESOURCE CENTER, AND BY WHOM?

A. What is the extent of material circulation from the library?

B. What proportion of staff-time is spent in:

1. consulting to solve problems?

2. referring requests to other sources?

3. publicizing educational activities and resources of groups other than ALE?

C. What types of long or short-term relationships exist between the ALE staff and educational practitioners who need ALE assistance? What are some typical projects and what effect do these have in educational practice?

1. In those projects selected by the ALE Staff for assessment, what types of problems are recurring?

2. What processes are utilized to bring about the desired changes?

3. What are the outcomes of these projects?

D. Are there some services which ALE provides which could be made self-supporting?

1. What are the pros and cons of charging for the different kinds of services provided by ALE, as perceived by the ALE staff?

2. Are there some services for which a charge of some kind is already instituted? What are the determinable effects of having such a charge?

Philosophy and Method of Evaluation

In a dynamic institution such as ALE, which is highly responsive to its environment, evaluation must contribute to the decision-making at all times. If this does not occur, the data will become stale and useless. The systematic evaluation of ALE's functions, therefore, had a built-in feed-back mechanism. Each month the evaluators reported their observations and data analysis results and then made specific recommendations. Such monthly feed-back took place in discussions with the ALE staff, whenever the director of BEE visited ALE. It is important to note here that the ALE director and staff fully understood the reasons for the process evaluation and were aware of its importance to their decision-making process. The evaluator's verbal reports were often taken into account when deciding future directions. The evaluation was perceived as contributing to positive change, rather than as a source of anxiety and threat which is so frequently the case when an outside group conducts an evaluation. The evaluators were truly welcome as contributors to ALE's functioning.

The methods of evaluating were designed to achieve two main purposes. The first purpose was to identify the unique characteristics of ALE which have contributed to its effectiveness. In this regard, it was felt that the characteristics would need to be described systematically in order for other teacher centers to learn from ALE's work. Therefore, the evaluators spent time at ALE itself, talking with the staff; attending staff meetings, and becoming thoroughly informed about each staff member's functions, objectives, style of work and method of interaction with others. The second purpose of the evaluation was to determine the effectiveness of ALE's functions in the field. The following methods were used to evaluate this effectiveness:

(a) A monthly review and analysis of each workshop was conducted along with a demographic analysis of the people who attended them. The descriptive data of attendance was collected from attendance sheets and from the general data card file where records are kept on each participant.

(b) Systematic monthly observations were conducted in 3 or 4 representative workshops.

(c) Questionnaires were distributed to the participants in the observed workshops.

(d) There were follow-up visits in the field to observe and interview workshop participants. These individuals were selected at random from among those who attended the observed workshops. They were all individuals who had indicated on their questionnaires that they would not mind being visited in the field. The director of BEE conducted all of the follow-up observations and interviews in the field. Also, at least one ALE staff member was requested to accompany the director of BEE on all field visits. It was felt that the involvement of the ALE staff in these visits would be informative for ALE and also lend support to an evaluation which might otherwise prove threatening to a teacher in the field who would be unaware of the purpose for a stranger's visit to the classroom.

In summary, the method of evaluation was designed to produce general descriptive information on all workshops and participants, with more detailed and intensive information on certain selected workshops and on at least two participants selected from each sampled workshop.

RESULTS OF THE EVALUATION

The results of the evaluation are presented in three major parts. Part I deals with the descriptive demographic information concerning all the workshops offered in the 1973-74 academic year and all the participants who attended them. Part II deals with the questionnaires, the observations and the follow-up visits connected with the selected workshops. Part III deals with the unique characteristics of ALE which have contributed to its observed effectiveness. These include the ALE Staff, the Library/Resource Center and finally, ALE's independence as an agency.

PART I | DEMOGRAPHIC DATA ON WORKSHOPS

ALE offered 153 different workshops from September 1973 through May 1974. Some of these were repeated several times due to the demand, and other were offered as several sessions in a sequence. Thus, the Bureau staff received attendance sheets from 220 workshops, with a total number of 3253 who attended the ALE workshops during this period. (*Refer to TABLE 1. List of 153 Different Workshops and their Dates.*)

It should be noted that the term *"WORKSHOP"* includes a wider variety of activities than is normally implied by the label. Some of these activities such as -- 2-3 hour lecture/discussion session, learn-by-doing type of sessions, and full-day learning sessions -- all fall under what is normally referred to as workshops. However, others, such as -- rap sessions, open-house for ALE workshop participants, visits to school systems to observe, and staff-development sessions held for the staff of a given school -- represent activities which are somewhat different in character. At ALE, and throughout this report, all of these activities have been labeled as workshops. This labeling is the result of ALE's philosophy that a workshop achieves not only cognitive objectives, but it also provides a support-system for the participants on an affective-social level.

One should also note that the total attendance for the year includes those people who attended more than once. Unfortunately, this information was not determinable for all the individuals who signed an attendance sheet. However, for the 2,847 people where it could be determined, 1074 or 38% had attended for the first time; 798 or 28% had attended 2-5 times previously; 458 or 16% had attended 6-10 times previously and 517 or 18% had attended more than 10 times previously. This meant that while ALE attracted participants who continually attended workshops, it also reached a large percentage of new people who had never been to one of their workshops before.

The types of workshops and the breakdown of their participants are given in Table 2. Also, a summary of the same information for the entire academic year is presented in Table 3. (*Refer to TABLE 2. Workshop Attendance by Workshop Content Area from September 1973 to May 1974; and to TABLE 3. Summary of Workshop Attendance by Workshop Content.*) Both of these tables are based on the number of people who signed attendance sheets. We know from our observations that often people forget to sign these sheets. Therefore, all figures are somewhat suppressed. They are, nevertheless, useful as proportional indeces since one can expect that these errors to be randomly distributed throughout.

Examination of Table 3 indicated that the single largest number of workshops offered was in the Arts and Crafts area, (22%). However, it did not have proportionately the largest attendance, mainly because Arts and Crafts workshops can only allow a small number of participants at a given time. It was therefore necessary to offer more workshops in order to service the 435 people who are recorded to have attended.

"Cognitive Approach to a Pre-School Curriculum" and other cognitively oriented workshops attracted large proportions of participants. It should be noted that "Cognitive Approach" was given as a serial workshop with 14 sessions in each workshop. The 23 workshops for which attendance data was collected do not represent the total number of workshop sessions offered. Actually there were two 14-session workshops offered during the year, however these were so over-subscribed that the instructors instituted separate sections for the same workshop and scheduled them to meet at different hours. Then -- every-so-often, there was a reunion of all those who had already completed a workshop on "Cognitive Approach".

There were a few other workshops which were offered in a series of sessions. Out of the 153 different workshops, 25 were offered this way. Two were offered weekly through the year, if anyone wanted to attend. These were "Triwall" and

"Drymount Press". The number of sessions for a given workshop ranged from 2 (such as "Organization of the Open Classroom" or "Management by Objectives") to 14 (such as "Cognitive Approach to a Pre-School Curriculum").

Also, there were 13 workshops which were repeated periodically. Some of them, like "Batiking" or "Management by Objectives" were originally scheduled to have more than one session in each workshop, however when they were later repeated, they were given as only one session.

Most of the workshops were offered in response to a need in the field as determined by telephone requests. Others were offered in response to specific problems which teachers brought to ALE. Occasionally, ALE would initiate a workshop, however they responded to the existing expressed needs much more regularly.

ALE's responsiveness to perceived needs is also evident by examining the percent of workshop participants who represent different schools and different grade levels. This information was available for 3,066 participants and they were divided as follows:

TYPE OF SCHOOL	# OF PARTICIPANTS	% OF PARTICIPANTS
D.C. Elementary	708	23
D.C. Junior High	52	02
D.C. Senior High	34	01
D.C. Other	94	03
Private Schools	336	11
Other Public Schools	520	17
Pre Schools	904	29
Other Agencies (College, parents, etc.)	418	14
TOTAL	3066	

(*Refer to TABLE 4. School Affiliation by Workshop Content.*)

It will be noted that D.C. Secondary schools are represented rather poorly in the proportion of participants attending the workshops, while the elementary schools have a high proportion of participants. This may be because the content of the ALE workshops has been directed largely to early childhood levels. However, the fact that several attempts directed specifically to the secondary level have attracted limited numbers of participants, indicates that the need for ALE services is not felt as strongly at this level. Thus there is an interaction: The less the secondary people attend, the less ALE services them - and in turn, the less they attend. ALE has already started to break this vicious cycle by making a concerted effort to establish personal contacts at the secondary level. They have hired a staff member from the secondary level specifically for the secondary level. Also an informal rap session with refreshments was held for secondary school teachers in February. Better participation is expected, however the spade-work to create a need in this area will take some time.

The numbers of elementary and pre-school participants taken as a group, constitute more than half of the ALE participants. Of these, the largest percentages of individuals attended the Arts and Crafts and the "Cognitive Approach" workshops. In the subject-content related areas, math and language arts (reading) workshops attracted the most people. The number of science workshops offered were relatively few and on the average they were poorly attended. This corresponds with an underemphasis on science in large numbers of elementary schools across the nation and it is another example of the interrelationship between ALE's offerings and the perceived needs in the field.

In summary, ALE's main activity in 1973-74 was related to "workshops" of different kinds. Over 3000 people, a third of which were newcomers to ALE, were serviced by this workshop approach. The analysis indicated some areas such as science which may need more attention. Also, a need was observed to help motivate the people at the secondary level to avail themselves of the ALE services. In accordance with the process evaluation strategy, these findings were pointed out earlier to ALE, and efforts have already been started in these directions.

It should be mentioned also, that compared to the figures reported in the previous year's report, ALE efforts directed to the D.C. school district were very fruitful at the early childhood levels.

PART II | QUESTIONNAIRES, OBSERVATIONS AND FOLLOW-UP VISITS

A total of 24 "workshops" were observed by the BEE staff from November 1973 through May 1974. (*Refer to TABLE 5. List of Observed Workshops.*) Single-day workshops; serial workshops with differing numbers of sessions; visits to schools; and staff development days were carefully selected to show a representative cross-section of the various ALE activities. Questionnaires were administered to the workshop participants, the BEE staff filled out observation forms and 2 individuals from each observed workshop were selected to be *"FOLLOWED-UP"* by a visit to their schools. In these ways, sample workshops were studied in greater depth to determine their effectiveness in the field.

QUESTIONNAIRES

Questionnaires were distributed to participants in 23 of the 24 workshops. (*For a copy of Participant Questionnaire Form, See Appendix B.*) Since one workshop consisted of a visit to a school system -- (Math Lab - Drew School, Va.) -- it was not considered a workshop in the ordinary sense, and therefore questionnaires were not relevant. Although a total of 226 questionnaires were obtained from these 23 workshops, attendance figures were only available from 21 of the workshops; 207 questionnaires were returned from these 21 workshops. Since the total attendance at these 21 workshops was 368, the analysis of the questionnaire results is based on a 56.2% return.

The percentage of questionnaires returned varied greatly from one workshop to another. Some had 100% return, while others had only a 10% return. There is no accounting for this range although there may be a number of possible explanations. For example, it may be that some people left before the questionnaires were distributed. Or, it is possible that people who were dissatisfied with a particular workshop preferred not to indicate that feeling on a questionnaire. Generally, the observers had to make an effort to obtain the questionnaires, because the participants were often reluctant to take the time to fill them out.

The questionnaires from the observed workshops were used to serve several purposes:

1. To determine how the participants viewed the workshops. Did the given workshop meet their objectives? What did the individual participants recommend for the future?
(The Questionnaire Analysis Sheets given in Appendix C. show the results of these questions for each workshop.)

2. To compare the participant's views of the workshops with those of the observer.
(The Questionnaire Analysis Sheets given in Appendix C. show these comparisons for each workshop.)

3. To determine the participants' feelings about:

   a) Preferred meeting place;
   b) Whether or not they would want to participate in any future workshops;
   c) Whether or not the workshop would make any difference in their work; and
   d) Whether or not they would mind a follow-up visit at their work.

(Refer to TABLE 6. Results of Questions 4 - 7 on Participants Questionnaire.)

It will be noted in Table 6 that an overwhelming number of participants responded quite favorably to the workshops. Even if these figures are somewhat biased in that not everyone returned a questionnaire, the overall percentage of return is still large enough so that the results can be generally applied to the total group. Many people who indicated satisfaction with their workshops, also offered suggestions for improvements which they thought would have made the workshop more interesting or useful to them. These suggestions are summarized for each workshop individually, along with the analysis of objectives. Several suggestions were made which dealt with a request for better preparation for the workshops. These were for:

1. Clearer explanation of the purposes for the workshop;

2. Clearer explanation of the group to which the workshop is directed; and

3. More familiarization with the materials to be used.

There were also frequent suggestions for "more time" and "more materials available". Many people suggested having field

visits connected with various workshops, and others suggested having children participate in the workshop situation itself. Another clue about participant satisfaction appears in the finding that 94.2% of the participants indicated that they would like to participate in future workshops. 5.7% of the participants did not respond to this question, however no one said that he/she would not be interested in future participation. Perhaps even more indicative of the general "success" of the workshops is the fact that 85.8% of the respondents felt that their attendance at the workshop in question would make a difference in their work. The differences expected included not only use of the specific techniques taught, but also expectations for differences in general classroom atmosphere -- i.e. movement toward greater freedom (even in the workshops where this was not the main topic under discussion.)

Despite the distance for some of them, the largest proportion of participants prefer to meet at ALE. This desire to meet at ALE was explained at the follow-up interviews when many participants reported that:

1. They like to come to ALE because they get a chance to use the available resources in addition to attending the workshop;

2. They like the inter-change with people from private (or public, as the case may be) schools; and

3. They feel that the exchange with others provides them with a feeling of support, because they become aware that the problems are not unique to themselves alone.

The Questionnaire Analysis Sheets in Appendix C also support some of these responses. It should be noted that in several cases, the observer's perception of what objectives were being met by the workshop were limited to the cognitive content of the workshop, while the participants reported some affective expectations which were being met.

Generally, the comparison of the observers' perceptions with those of the participants, yields some interesting conclusions. On the whole, the figures showing how many participants gave the same response as the observer are high. They indicate a general agreement in the perceptions of both the participants and the observers. However, in 18 out of 24 workshops, the participants mentioned affective objectives for themselves which were not mentioned by the observer. These objectives usually reflected the importance of exchanging and sharing ideas

with others in the group and having fun at the workshop. Other affective outcomes listed included stimulation, moral support, and personal growth and enrichment.

OBSERVATIONS

Observation Forms were filled out by the observers in each of the 24 selected workshops. These observations were initially recorded as running accounts of what took place in the workshop. The actual forms were then filled out later by the observers. (*For a copy of the BEE Staff Observation Form, See Appendix B.*) The workshops to be observed had been selected to represent a wide variety. As explained earlier, the objectives as perceived by both the BEE Staff observers and the individual participants are shown on the Questionnaire Analysis Forms in Appendix C. Also shown on this form are the recommendations made by each participant. The remainder of the observation results have been summarized in Table 7. (*Refer to TABLE 7. Summary of data from Questions 4 - 9 on BEE Staff Observation Form.*)

It may be noted in Table 7, that most workshops were highly successful. In some cases, the observer had questions about whether all of the objectives had been achieved by the instructor, but this this was often based on what the observed perceived to be the workshop objectives. It did not take into account that some participants had more objectives being met than was apparent to the observer.

The observers were impressed with the large number of workshops which emphasized finished products made by students. They were also impressed by student performance or participation even though these may not have always been mentioned as the single best feature of the workshop as indicated in Table 7. Often the observers found it difficult to select a single best feature because several very good aspects were evident.

It should be mentioned that the observations were often as enjoyable and educational to the observers as they might have been to the participants. Another very impressive aspect of the workshops was the degree to which they were relevant to classroom application. With the exception of three or four workshops which would be more typical of college courses, all of them dealt with specific topics and concrete materials which teachers could use in their classes. This kind of training is perceived to be highly desirable, not only for beginning teachers but for experienced ones as well.

Another noteworthy aspect of the observed workshops was that even though a guest consultant or an ALE staff member ordinarily served as the workshop instructor, teachers from the D.C. public and private schools were used as instructors for some of these workshops. This utilization of the resource people from within the schools that are being serviced, seems to be another way in which ALE implements its philosophy of "exchange".

FOLLOW-UP VISITS

The figures on the Follow-up Visits are more complex. (*For a copy of the Follow-up Visitation Form, See Appendix B.*) There were no follow-up visits possible for 2 out of the 24 originally observed workshops, because one workshop was a visit to the Drew School in Virginia (a Math Lab), and the other workshop was a general orientation session organized by ALE for the LaSalle School staff. This orientation dealt specifically with an explanation of the workings of ALE. Neither one was a "workshop" in the usual sense and a follow-up visit would have had no relevance. This left 22 workshops out of the original 24 in which follow-up visits could be conducted. The original intent, as explained earlier, was to pick 2 persons from each workshop for follow-up visits, however 8 of these 22 workshops were very small (as few as 4 people in some cases) and so in these 8 cases, only one member of each workshop was selected. Thus, in 14 out of the above-mentioned 22 workshops, two persons were selected for follow-up visits and in 8 out of the above-mentioned 22 workshops, only one person was selected for the visits. This made a total of 36 people (as opposed to the 44 who would have been selected had there been 2 persons selected from each of 22 workshops) who were observed and interviewed between October 1973 and May 1974. However, it should be noted that many of those visited, had attended more than one workshop and that the 36 individuals were an adequate representative sample of the observed workshops.

The results of the follow-up visits were impressive. In 32 out of 36 possible cases, obvious physical signs of ALE exposure were evident. Some of these were:

1. Lofts built in four classrooms like the one found at ALE;
2. EDC (Education Development Center) Materials;
3. Cuisinaire rods;

4. Teacher-made blocks modeled after ALE's materials;

5. Games patterned after those in ALE workshops;

6. The city-box;

7. Math games for problem-solving;

8. Terrariums;

9. Tri-wall constructions;

10. Use of peg-board and pots for Piagetian 1-1 correspondence;

11. Curricular materials developed by teachers for learning centers in various subject & content;

12. Learning materials made out of discarded objects;

13. Open-classroom methods being used with children engaged in learning;

14. Bean bags and ice-cream sticks used in math materials;

15. Dance performance by children in a school;

16. Use of art in teaching science (by a science specialist who attended the week of art workshops);

17. A class party with the refreshments being prepared by use of the metric system;

18. Learning centers or stations for a variety of activities equipped with games and other instructional materials; and

19. A proposal that was written following advice from the ALE workshop and which later was funded.

It is rare to see so many signs of an agency's affect on the persons it services. What was most impressive however, was not the physical signs of this affect as listed above, but how enthusiastic the people were over what they learned

at ALE; how it had helped them meet the immediate daily needs which their college courses never taught them; and how much personal support they had received in their ALE experiences. Several of them spoke about the "exchange" philosophy of ALE where they had not only attended workshops but had also made contributions as well.

The visible and reportable signs of effectiveness are many. No one had anything to say that could be interpreted as a negative reaction. As mentioned earlier, when anything was questioned or challenged, it was done with the intention of improving and already well-received program. Even in the four cases where there were no physical signs of ALE exposure, the individuals reported plans to use their ALE experience and talked about how ALE had been a much needed resource center for them.

The follow-up visits were concerned with more than observing behaviors, situations and materials that reflected ALE exposure. During the interviews, an attempt was made to discover the nature of the administrative or peer support system in the field, to observe communication with others about ALE, and to try to discern the individual's future plans with regard to ALE activities.

In all instances, the individuals reported that their administrators were willing to facilitate their attendance at ALE although in some cases when many in a given school wanted to attend, they found it necessary to take turns. In about half of the cases, the administrator was not only willing, but encouraged the teachers to avail themselves of the ALE services.

About half of the group had been informed of ALE through the newsletter, and the other had been told by someone else who had attended ALE previously; 80% reported that they had gone to ALE with others and had talked to others in their school about ALE. This report is confirmed by a cursory look at the attendance sheets where one often finds several people attending the same workshop from the same school.

Of those interviewed 10 (or about 28%) had been to ALE only once or twice. However, they all reported that they would like to go back for another workshop and only 2 people reported that they would like to go back, but had not had any time. All the others had attended several workshops and had continuing contact with ALE not only for workshops but in using the library and curriculum resources availabe at ALE.

It may be worthwhile to note that one of the incidental outcomes of the follow-up visits was that different members of

the ALE staff who accompanied the interviewer became better informed about their own effectiveness, and at the same time learned about the existing needs in the field. The interviewer often witnessed further planning and arranging fo future contacts between the ALE staff and the teacher or administrator who was being interviewed. It was as though the people were so thirsty for these contacts that when the opportunity presented itself, they took immediate advantage of it. Some of them even discussed immediate problems or needs with the ALE staff and received on-the-spot assistance in the form of helpful suggestions.

Some generalizations can be made from these observations and interviews conducted in the field which might be useful to both ALE and to other similar organizations in their future planning:

1. The main reason for ALE's effectiveness is due to the truly open communication line between ALE and the individuals involved in the workshops. As their attendance increases, the communication bond tends to get stronger and a real "exchange" develops. These individuals trust the ALE staff, and view them as providing real help without the threat which a supervisor or professor might present. They talk about their problems freely, and they find themselves being helped without any demands being placed on them.

2. The type of school and the type of administrative support in the school has a great deal of effect on the degree to which the individual may use the advice and suggestions offered by ALE. In some schools one gets the feeling that if ALE did not exist, the people would find some other means of improving themselves. In other words -- they are well-motivated to begin with and they use ALE to the fullest extent when presented with the opportunity to attend. In other schools, however, one senses that no amount of advice from ALE would really make a dent in the general condition of the school. In these schools, improvement is a very slow process and the individual who has been influenced by ALE is usually too isolated to either make a difference at the school or to sustain his/her own interest in further improvement. The ALE staff however, is very much aware that this environmental factor places limitations on its effectiveness.

3. There was not much difference in the reactions of the individuals who came from the private as opposed to the public sectors. Half of the follow-up visits were conducted in the D.C. Public Schools, and the other half were conducted either in day-care centers or private schools in D.C. and in Fairfax County, Virginia. The implementation of ALE offerings did not differ between the private and public schools at the elementary and pre-school levels. The differences in this implementation was the most visible between the elementary and the secondary levels. Of the 36 follow-up visits, 4 were conducted at the secondary level. This sample was small, but it was proportional to the numbers of secondary school personnel being served by ALE. Not much can be generalized from such a small number, although 2 out of the 4 visits were also the ones that showed little evidence of having been affected by ALE. Thus, the follow-up visits show the same trend which was evident through the earlier analyzation of the demographic data -- in short -- that of all the areas serviced, ALE has been most effective with the elementary and pre-school levels.

PART III | UNIQUE CHARACTERISTICS OF ALE

ALE services are varied and not limited to just one type of activity. In each activity, ALE fully implements its philosophy of being "advisory", of "exchanging" services and specializations, and of providing an affiliative support to each individual through mutual sharing of common experiences. Several unique characteristics of ALE have contributed significantly to its observed effectiveness. First, is the ALE staff whose philosophy and organizations has had a very positive effect on all activities. Second, is the Library or Resource Center which makes books, teaching aids, audio-visual materials and instructional equipment available to all of ALE's participants. Third, is the independence as an agency which is a vital ingredient contributing to the obvious success of ALE.

ALE STAFF

ALE Staff members are impressive in their ability to implement the ALE philosophy. What is most impressive is that each one behaves quite spontaneously in accordance with this strategy, and would probably find it difficult to consciously verbalize what it is they do. Thus, one of the strongest points of ALE is its staff. Another strong point of the staff is their ability to select workshop instructors. The evaluation data indicates that in 98% of the workshops which were observed, instruction was in harmony with the ALE philosophy. In our observations in the workshops and at ALE meetings, we have found the staff totally committed to their mission, and able to establish quick rapport with both those they are advising and with other dedicated ALE members. They are all competent in human-relations in addition to their competence in their subject-matter specializations. A very important competence each one of them brings to ALE results from their own classroom experience. They know what type of daily school problems face a teacher, and they know how best to assist a teacher in overcoming these problems. They are not "theoreticians of education". They provide actual leadership and assistance in the practice of education, fully utilizing all the human and material resources available to them in their environment. Anyone desiring to organize and operate a teacher center, would benefit greatly from a period of internship at ALE.

THE LIBRARY OR RESOURCE CENTER

In addition to offering workshops for teachers, ALE serves Washington area teachers as a resource center for books and materials connected with education. The library contains a variety of materials including books, pamphlets, periodicals, audio-visual materials, and learning kits. (*Refer to TABLE 8. Libary/Resource Center Circulation 1973-74.*) 167 books were ordered and received from January 1974 through June 1974. In addition, 134 books were received during this same period as review copies, thus totaling a growth of 301 new books over the six month period. Requests have been made to a variety of publishers and other agencies for review copies of books which are recommended and selected by the ALE Staff. The librarian finds that many companies are showing an increasing interest in answering these requests. As of the present, only one company has actually begun sending review copies, but it is expected that more will do so in the near future. This

enables ALE to make many materials available which the teachers themselves do not own.

ALE has some 26 periodicals on display, and the collection is generally quite up-to-date, although some back issues are fairly limited. Most periodicals are not ordinarily meant to be removed from the library on loan, thus circulation figures in the attached table mean that these materials were used on ALE premises. Often people will read them, however, without signing for them, therefore the circulation figures given in Table 8 can be assumed to be lower than the actual circulation.

Pamphlets include a series on educational management, a series on books available in a variety of special areas (e.g. Spanish, Black Perspective, etc.) and a series on various science topics. An entire box of pamphlets and clippings on Bilingual Education is available not only for Bilingual workshops but for others as well.

There are many audio-visual learning materials available for circulation. Some of these, such as 16 mm film strips, are received on extended loan from other organizations and are borrowed without being included in the tabulation of circulating materials shown in the table. Audio-visual equipment available in the library includes: Super-8 sound cartridges, Super-8 film loops, audio cartridges, audio tapes, recordings, 16 mm films, slides and filmstrips.

Most of the learning materials provided in the library are in great demand. The ALE Staff would like teachers to use these materials to familiarize themselves with the available resources. By doing so, teachers can make more informed judgements when purchasing materials for their own needs. For this reason, the time allotted to one borrower might have to be limited to a short "trial" period. Currently, however, the materials are often borrowed for an extended period of time so that they may be used in the classroom. Because these materials are used in classrooms and because of the long delays often encountered between ordering and receiving additional materials, they are not always readily available for examination when needed. In the future, the intent is to increase the circulation of these materials among greater numbers of people.

A large portion of the learning materials available in the resource center consist of math manipulatives, (e.g. balance beams and blocks, Dienes blocks, attribute blocks, cuisenaire rods, geo-blocks, pattern blocks, geoboards, tangram puzzles.) Problem cards are available for many of these math materials

along with other card kits, mirror cards, and hundred number boards. Some language arts games and cards are in circulation as well.

The library also contains a large array of environmental science materials which can be signed out and returned at the discretion of the borrower. These materials are issued with the assistance of a borrower-operated card file. The borrower is asked to sign out his materials in one file box; he/she is asked upon returning the materials to place the card in a second file with comments as to how he used the materials and "what worked and what didn't". This file system has only recently been set up, so it was not possible to determine the extent of circulation of these science materials as of yet. There are also books available which go along with the science materials and they are included in the figures for book circulation.

Most of the materials available at ALE are referred to in the workshops. Participants are often taught how to use some of the learning materials while at the same time making up variations of their own. Thus, the library serves not only to circulate materials, making them available for exploration, but it provides a creative resource center where teachers can further develop their own teaching abilities.

ALE AS AN INDEPENDENT AGENCY

From the time of its inception, ALE has been supported by philanthropies. This support has afforded ALE the kind of independence in its activities which has been extremely important in bringing about ALE's effectiveness in the field. Given its mission to work with public and private schools in the metropolitan D.C. area, it has been able to maintain its perceived status as a teacher center which exists for the purpose of improving education through educational practice, without evaluating the individuals with whom it works. This status removes any possible threats that might be felt by the audience which it serves, and it negates any possible political pressure that might accompany a less independent status. In the opinion of the evaluator, it is extremely important for ALE to continue its independent status in order to maintain and expand its effectiveness in the field.

Since outside support may be temporary by its very nature, ALE has been exploring ways of becoming self-supporting.

During the 1973-74 academic year, a number of self-supporting activities were instituted. (*Refer to TABLE 9. ALE Self-Supporting Activities, June 1973 - May 1974 [By Category]; TABLE 10. ALE Self-Supporting Activities, June 1973 - May 1974 [By Category & Subject Area]; TABLE 11. ALE Workshops for which Lab Fees Were Charged, June 1973 - May 1974; and TABLE 12. ALE Workshops for which Material Fees Were Charged, June 1973 - May 1974.*)

It should be recognized, however, that if the ALE Staff is diverted from their existing functions in order to find ways of becoming self-supporting, the work of ALE will begin to suffer. In other words, it is important for such a center to be supported, perhaps through private and public funding, as an independent agency which can perform what it was set up to do rather than begin spending an inordinate amount of time in raising funds for doing it. At present -- nationally -- there is a shortage of funds, and attempts to secure funding must necessarily take time and effort. It would be in the public interest to keep a teacher center like ALE functioning since its effectiveness is demonstrable and can only benefit the public.

Final Comments and Recommendations by the Evaluator

Of all the contracts handled by the Bureau of Educational Evaluation, I have found the ALE evaluation to be the best. Not only has the ALE Staff been open and cooperative in making the evaluation possible, but the results of the process evaluation have been utilized in ALE's decision-making processes, and ALE has made an unusual effort to incorporate the evaluation into its total functioning.

At this point, I would not recommend a repetition of the evaluation conducted in 1973-74. This evaluation provided the needed information, and it is being used by the ALE Staff to institute some changes in functioning for next year. In a dynamic center like ALE, process evaluation needs to change, just as the roles and functions change.

It is recommended instead that ALE conduct a needs-assessment in the Metropolitan D.C. area next year and devise ways of involving those teachers and administrators who until now have not been sufficiently motivated to avail themselves of ALE services.

While ALE's responsiveness to the perceived needs in the field has been a strength in the past, it is recommended for the future that ALE take a more active role. ALE must become an advocate and a creator of need, doing everything possible to educate present and potential participants in better methods of needs identification. Often those who perceive their needs have already taken the first step toward improvement, therefore it is those who do <u>not</u> perceive their needs who really require assistance.

These recommended tasks are by no means easy. I do not know of another agency that has even attempted to deal with some of these issues; however, on the basis of our observations and findings of this year, I am confident that ALE has both the potential and the capability to succeed in this difficult venture.

Last, I would like to express my thanks to the Director and the Staff of ALE for making this evaluation project a pleasure to conduct.

APPENDIX A

Appendix A includes the following 12 Tables which were prepared for the BEE evaluation of ALE:

Table 1. List of 153 Different Workshops and their Dates.

Table 2. Workshop Attendance by Workshop Content Area from September 1973 to May 1974.

Table 3. Summary of Workshop Attendance by Workshop Content.

Table 4. School Affiliation by Workshop Content.

Table 5. List of Observed Workshops.

Table 6. Results of Questions 4 - 7 on Participant Questionnaire Form.

Table 7. Summary of Data from Questions 4 - 9 on BEE Staff Observation Form.

Table 8. Library/Resource Center Circulation 1973-74.

Table 9. ALE Self-Supporting Activities - June 1973 to May 1974, [By Category].

Table 10. ALE Self-Supporting Activities - June 1973 to May 1974, [By Category & Subject Area].

Table 11. ALE Workshops for which Lab Fees Were Charged, June 1973 to May 1974.

Table 12. ALE Workshops for which Material Fees Were Charged, June 1973 to May 1974.

TABLE 1

List of 153 Different Workshops and their Dates

NAME OF WORKSHOP	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
COGNITIVE APPROACH TO A PRE-SCHOOL CURRICULUM *(A series of 2 -- Each held in 14 weekly sessions)*	13	- - -	- - -	-13	15	- - -	- - -	- 23	
HOW TO PLAY THE STANDARDIZED TEST-TAKING GAME -- AND WIN! *(Mar. Reun)*	22						27		
TRI-WALL *(After Nov. it was given every Saturday by appointment)*	24	29	3,9 12	- - -	- - -	- - -	- - -	- - -	- - -
BATIKING	26	3		11					8
ORGANIZATION OF THE OPEN CLASSROOM	29+ 30								
EXPERIENCES IN MEASUREMENT I -- MEASURING DISTANCES	29								
EXPERIENCES IN MEASUREMENT II -- MEASURING YOURSELF		2							
NATURE CRAFTS		3							
PRINT MAKING *(Given weekly from Oct. 6 through Nov. 17 -- 7 sessions)*		6 -	17						
MAN: A COURSE OF STUDY *(MACOS)*		9	27		21				
NON-VERBAL BEHAVIOR IN THE CLASSROOM		10							
VISIT TO A MATH LAB *(Oct. 11 LaSalle and Nov. 14 Drew)*		11	14						
EXPERIENCES IN MEASUREMENT III -- VOLUME, CAPACITY & TIME		13							
SEWING: THE SEEDS OF SUCCESS		13							
"YOUR JUNIOR HIGH SCHOOL STUDENTS CAN *SO* READ"		15							
OBSERVING THE BEHAVIOR OF YOUNG CHILDREN *(weekly Oct. 16-30)*		16-30							
LOOKING TOWARD ELECTION DAY		16							
HALLOWEEN!		17							
"SINK OR FLOAT" AND "CLAY BOATS"		20							
DISPLAYING CHILDREN'S WORKS		22							
SPELLING BY CONTRACT		23							
PEOPLE AND TECHNOLOGY		23							
LOFTS		24							
MANAGEMENT BY OBJECTIVES		25-26		6					
A CLASSROOM VISIT *(OPEN)* - *(Oct. 25, Meyer; Mar. 27, Morgan; May 16, Eaton)*		25					27		16
GEOBOARDS		27							
HOW TO CONDUCT A WORKSHOP		30							
DRY MOUNT PRESS *(every Wednesday)*	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
CREATIVE MOVEMENT - THE NEXT STEP			2						
KNOW YOUR CAMERA			6						

TABLE 1 - continued

NAME OF WORKSHOP	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
RAFFIA			7						
FIELD TRIPS			7						
SILK SCREEN			10						
PUPPETS & PLAYS			10+ 17						
AFFECTIVE + COGNITIVE = CONFLUENT *(Follow-up on Jan. 28)*			12+ 13		28				
TERTULIA BILINQUE			13						
DANCE - A VEHICLE FOR GREATER ACADEMIC ACHIEVEMENT			14						
PAINTING FOR THE CLASSROOM			14						
CREATIVE DRAMATICS			15				12		
AN INTRODUCTION TO OPEN EDUCATION...			15						
MAKING A TERRARIUM			15				14		
GENERAL WORKSHOP AT LASALLE			16						
STRING DESIGN			17						
TEACH THEM ALL TO READ *(Jr. High)*			19		31				
IMMERSION IN METRIC			20						
ALTERNATIVES TO DIRECTED READING ACTIVITIES			27						
HOW'S YOUR LISTENING			28						
GEOMETRY: A WAY TO BEGIN			28						
STAFF DEVELOPMENT			8,16 20			22	29		
READING FOR JUNIOR HIGH TEACHERS			5						
THE CEMETERY AS A TEACHING AND LEARNING SITE				1					
CONSTRUCT YOUR OWN INSTRUCTIONAL MATERIALS *(Apr. 18 - Pre-School)*				1				18	
AN ADVENTURE IN RHYTHM *(Repeated 2 different hours on the same day)*				3					
ENVIRONMENTAL EDUCATION FOR PRE-SCHOOL				4					
USING "BEAUTIFUL JUNK" FOR CLASSROOM PROJECTS				4					
SO THEY LEARN TO READ, THEN WHAT?				5+6					
ATTRIBUTE BLOCKS WITH THE VERY YOUNG				5			21		
LEARNING TO BE FREE				6					
CLICK AND PRINT				8				27	
BOOK-MAKING				8					
PAPER SCULPTURE				8					
DISCIPLINE: TOWARD A DEFINITION AND A SOLUTION				10					
THE PRE-SCHOOL CURRICULUM FROM A BLACK PERSPECTIVE				11					
CHEAP AND EASY GAMES THAT MAKE CHILDREN THINK				11					
MULTI-CULTURAL CURRICULUM				12					
FOUNDATIONS FOR READING SUCCESS				12					
MAKE AN OJO DE DIOS -- God's Eye *(Weaving Craft)*				13					

TABLE 1 - continued

NAME OF WORKSHOP	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
MATH AT YOUNG SCHOOL - SESSION I *(8 1hr sessions to be arranged)*					8	6,13			
WEAVING					15				
WORKJOBS WITH MARY BARATTA LORTON *(Mar. 20 + 21 were each full days with time to talk with M.B. Lorton. May 17 + 18 were half days each)*					16or 17or 18		20+ 21		17+ 18
MAKING FILMSTRIPS *(Workshop held each Wednesday -- Jan. 16 thru Feb. 13*					16 -	-13			
OPEN SPACE SCHOOLS -- PAST:PRESENT: FUTURE??					17				
A NEW RESOURCE FOR LEARNING CENTERS					22				
PROPOSAL WRITING					23				
THE VIDEO-CASSETTE, A NEW INSTRUMENT FOR LEARNING					23				
CUISINAIRE RODS FOR THIRD-SEVENTH GRADERS					24+ 31				
WOODWORKING: PROCESSES AND PROCEDURES					26				
THE COLOR OF MAN - A SOCIAL STUDIES PROGRAM					28				
AN OVERVIEW ESS PROGRAM AS A WHOLE					30				
MURAL MAKING					31				
THE INDIVIDUAL NEEDS OF CHILDREN - HOW TO MEET MORE OF THEM						4			
SCROUNGE AND PRINT						5			
"STRUCTURING THE CLASSROOM FOR SUCCESS" - A RAP SESSION FOR TEACHERS, PARENTS AND INTERESTED PERSONS						6	26	30	30
ROOM ARRANGEMENT						6			
A CHILD'S LANGUAGE - WHAT DOES IT TELL YOU?						7			
MAKING AFRICAN INSTRUMENTS						11			
REVIEW OF FEDERALLY FUNDED SCIENCE PROGRAMS						13			
WAX IN YOUR CLASSROOM						19			
A MONTESSORI SCHOOL - *(Pre-School)*						2			
THE RETURN OF THE ONE-ROOM-SCHOOL-HOUSE						20			
MATH MANIPULATIVES: WHAT'S WORTH PURCHASING?						21			
PIAGET INTERVIEWS *(2 sessions for 2 different levels)*						25+ 26			
JUGAR ES DIVERTIDO, JUGAR ES APRENDER						28			
JEWISH EDUCATION SEMINAR						19			
VISIT TO CATHOLIC UNIVERSITY						19			
VISIT TO TAKOMA ELEMENTARY SCHOOL						13			
TUTORS						1			
VISIT TO GEORGE WASHINGTON UNIVERSITY						28			
USING FILMS IN THE CLASSROOM							11		
POND WATER AND SMALL THINGS							13		

TABLE 1 - continued

NAME OF WORKSHOP	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
BEADS, BEADS, BEADS							14		
SOCIOMETRY - PUT YOURSELF IN SOMEBODY ELSE'S SHOES							18		
FIRST SHOWING "YOU CAN'T CATCH IT"							19		
TEACHING THE METRIC SYSTEM *(A series of 2)*							19+ 26		
THE TEACHING OF READING - A THEORETICAL BASE							20		
"TODAY I AM A JUMPING POLKA-DOT" - A HUMAN APPROACH TO POETRY WITH CHILDREN							21		
MAKE A PINATA							23		
"THE WRITING ROAD TO READING"							23		
FASCINATING RHYTHM!							28		
MATH FOR CLASSROOMS AND LABS: BEANSTICKS AND DOMINOES *(Every Tuesday Apr. 2 - 30)*								2,9, 16,23 +30	
LISTENING FOR RHYTHM								3	
P.S. HOW'S YOUR LISTENING?								4	
MAKE YOUR OWN COMPUTATION GAMES								6	
COOKING WITH YOUNG CHILDREN								10	
THE CITY								10	
PREPARATION FOR ADOLESCENCE IN UPPER ELEMENTARY GRADES								11	
A WEEK OF ART FOR THE ELEMENTARY SCHOOL TEACHER *(One week, Apr. 15 - Apr. 19 -- 30 hours in 5 days)*								15-19	
MAKING MATERIALS *(4 full days, Apr. 16 - Apr. 19)*								16-19	
ACHIEVEMENTS TESTS: WHAT DO THEY TEST								17	
CHANGING IDEAS ABOUT CHILDREN								17	
REFINING TECHNIQUES FOR TEACHING READING								22	27
CITY'S PROGRESS GROUP								16	
BREAD SCULPTURE								18	
COMPREHENSION AND THINKING								25	
BANNER MAKING								25	
LEARNING CENTERS & CLASSROOM								25	
WATER PLAY								29	6
TUESDAY AFTERNOON EARLY CHILDHOOD WORKSHOPS *(Also workshops on June 4 and every Thursday, May 2 - May 4 for 4 sessions)*								30	7,14 28 2,9 16,23
BASIC SKILLS AND CONCEPTS IN THE OPEN CLASSROOM									1
WHOSE PROBLEM IS IT? *(Discipline)*									1
MOVEMENT, MUSIC AND LANGUAGE ARTS FOR THE CLASSROOM TEACHER									1
CRAFT WORKSHOPS: TIE-DYE BATIKING									1 8

TABLE 1 - continued

NAME OF WORKSHOP	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
CRAFT WORKSHOPS *(CONTINUED)*:									
CANDLE-MAKING									15
WEAVING									22
PRINTING									29
EYEGLASS BROOCHES									2
SOCIO-DRAMATIC PLAY									7+14
MUSIC AND MOVEMENT FOR YOUNG CHILDREN									7
ASSEMBLAGE - "GET IT ALL TOGETHER"									7
CREATIVE TEACHING FOR COMPREHENSION									8
AFRICAN ART AND MOTION *(Nat. Gallery)*									9
HOMEWORK: PROS AND CONS									11
MAKING PAPER AIRPLANES									13
THE SINGLE PARENT, THE WORKING MOTHER AND CHILD REARING									14
SCHOOL EXCLUSION VS. A CHILD'S RIGHT TO AN EDUCATION									15
LINGUISTIC METHODS OF TEACHING READING									15
USING MODELS IN TEACHING BIOLOGY									18
CHILDREN'S BOOKS: BEWARE!!! OPEN WITH CARE									20
LEARNING A SECOND LANGUAGE THROUGH CREATIVE MOVEMENT									20+ 22
EVERYTHING YOUR PRE-SCHOOLER WANTS TO KNOW ABOUT SEX AND YOU ARE AFRAID TO ANSWER									21
FINGER PLAY									22
A PLAYGROUND HAPPENING									25

TABLE 2

Workshop Attendance by Workshop Content Area from September 1973 to May 1974*

A. COGNITIVELY ORIENTED

1. Cognitive Approach to a Pre-School Curriculum

Month	# Workshops Offered	# Participants
Sep	2	47
Oct	1	17
Nov	6	98
Dec	6	81
Jan	3	81
Feb	1	11**
Mar	1	9
Apr	No Attendance Sheets	
May	3	29
Subtotal	23	373

2. Other Cognitive Tasks *(Work Jobs, Piaget Interviews, Comprehension & Thinking)*

Month	# Workshops Offered	# Participants
Jan	2	29
Feb	2	56
Mar	3	88
Apr	1	9
May	2	30
Subtotal	10	212

3. Affective + Cognitive = Confluent

Month	# Workshops Offered	# Participants
Jan	1	18
Nov	1	35
Subtotal	2	53

TOTAL	35	638

TABLE 2 - continued

B. OPEN EDUCATION

1. Open Classroom

Month	# Workshops Offered	# Participants
Sep	1	18
Oct	1	15
Nov	3	63
Dec	1	30
May	1	23
Subtotal	7	149

2. Open Space

Month	# Workshops Offered	# Participants
Jan	1	7
Feb	1	18
Subtotal	2	25

3. Learning Centers

Month	# Workshops Offered	# Participants
Jan	2	45
Apr	1	29
Subtotal	3	74

4. Meeting Individual Needs

Month	# Workshops Offered	# Participants
Feb	3	44
Mar	1	13
Subtotal	4	57

TOTAL	16	305

TABLE 2 - continued

C. EARLY CHILDHOOD

1. Montessori

Month	# Workshops Offered	# Participants
Feb	1	41
Subtotal	1	41

2. Other *(e.g Cooking, Finger Play, Water Play)*

Month	# Workshops Offered	# Participants
Apr	2	31
May	8	173
Subtotal	10	204

TOTAL	11	245

D. CLASSROOM MANAGEMENT

1. Structuring the Classroom

Month	# Workshops Offered	# Participants
Oct	1	17
Feb	2	52
Apr	1	31
Subtotal	4	100

2. Management by Objectives

Month	# Workshops Offered	# Participants
Oct	1	28
Dec	1	12
Subtotal	2	40

TOTAL	6	140

TABLE 2 - continued

E. GENERAL CLASSROOM TECHNIQUES

1. Observing Behavior

Month	# Workshops Offered	# Participants
Oct	1	11
Subtotal	1	11

2. Learning to Listen

Month	# Workshops Offered	# Participants
Nov	1	12
Apr	1	12
Subtotal	2	24

3. Discipline

Month	# Workshops Offered	# Participants
Dec	1	18
Subtotal	1	18

4. Field Trips

Month	# Workshops Offered	# Participants
Nov	1	12
Subtotal	1	12

5. Tests

Month	# Workshops Offered	# Participants
Sep	1	18
Apr	1	8
Subtotal	2	26

TOTAL	7	91

TABLE 2 - continued

F. MULTI-CULTURAL CURRICULUM

1. Bilingual Education

Month	# Workshops Offered	# Participants
Nov	1	7
May	1	7
Subtotal	2	14

2. Other Multi-Cultural Aspects

Month	# Workshops Offered	# Participants
Dec	2	28
Jan	1	5
Feb	1	9
Subtotal	4	42

TOTAL	6	56

G. MATH

1. Measurement

Month	# Workshops Offered	# Participants
Sep	1	15
Oct	2	23
Subtotal	3	38

2. Metric

Month	# Workshops Offered	# Participants
Nov	1	17
Mar	1	11
May	1	17
Subtotal	3	45

TABLE 2 - continued

3. Attribute Blocks

Month	# Workshops Offered	# Participants
Dec	1	13
Mar	1	33
Subtotal	2	46

4. Other

Month	# Workshops Offered	# Participants
Oct	3	40
Nov	2	20
Jan	2	22
Feb	1	26
Mar	1	24
Apr	1	20
Subtotal	10	152

TOTAL	18	281

H. LANGUAGE ARTS

1. Reading in Junior High Schools

Month	# Workshops Offered	# Participants
Jan	1	14
Oct	1	18
Nov	2	30
Subtotal	4	62

2. Spelling

Month	# Workshops Offered	# Participants
Oct	1	23
Subtotal	1	23

TABLE 2 - continued

3. Poetry

Month	# Workshops Offered	# Participants
Mar	1	10
Subtotal	1	10

4. General

Month	# Workshops Offered	# Participants
Nov	1	47
Dec	3	32
Jan		
Mar	2	39
Apr	1	18
May	3	38
Subtotal	10	174

TOTAL	16	269

I. SOCIAL STUDIES

1. MACOS (Man: A Course of Study)

Month	# Workshops Offered	# Participants
Nov	2	19
Jan	1	8
Subtotal	3	27

2. Arts related to Social Studies

Month	# Workshops Offered	# Participants
Dec	1	3
Mar	2	22
May	1	12
Subtotal	4	37

TABLE 2 - continued

3. Holidays

Month	# Workshops Offered	# Participants
Oct	1	18
Subtotal	1	18

4. Other

Month	# Workshops Offered	# Participants
Oct	1	2
Dec	1	10
Feb	2	21
Apr	1	8
Subtotal	5	41

TOTAL	13	123

J. DANCE/MUSIC

Month	# Workshops Offered	# Participants
Nov	2	29
Dec	2	81
Mar	1	15
Apr	1	6
May	1	8

TOTAL	7	139

K. DRAMA

1. Theater

Month	# Workshops Offered	# Participants
Nov	1	13
Subtotal	1	13

TABLE 2 - continued

2. Puppets & Plays

Month	# Workshops Offered	# Participants
Nov	2	14
Subtotal	2	14
TOTAL	3	27

L. SCIENCE

Month	# Workshops Offered	# Participants
Oct	1	7
Nov	1	19
Dec	1	21
Jan	1	6
Feb	1	2
Mar	2	13
May	1	2
TOTAL	8	70

M. STAFF DEVELOPMENT

Month	# Workshops Offered	# Participants
Nov	3	70
Jan	1	25
Feb	1	53
Mar	1	13
TOTAL	6	161

TABLE 2 - continued

N. OPEN HOUSE

Month	# Workshops Offered	# Participants
Jan	1	2
May	1	3
TOTAL	2	5

O. VISITS TO SCHOOLS

Month	# Workshops Offered	# Participants
Nov	1	15
Mar	1	8
TOTAL	2	23

P. CONSTRUCTING EDUCATIONAL MATERIALS

Month	# Workshops Offered	# Participants
Dec	2	31
Apr	3	62
TOTAL	5	93

Q. ARTS & CRAFTS

1. Batiking

Month	# Workshops Offered	# Participants
Sep	1	19
Dec	1	5
May	1	12
Subtotal	3	36

TABLE 2 - continued

2. Bread Sculpture

Month	# Workshops Offered	# Participants
Apr	1	7
Subtotal	1	7

3. Print Making

Month	# Workshops Offered	# Participants
Oct	2	19
Nov	2	22
Feb	1	2
May	1	7
Subtotal	6	50

4. Tri-Wall

Month	# Workshops Offered	# Participants
Sep	1	11
Oct	4	33
Nov	4	38
Jan	2	21
Feb	4	16
Mar	1	3
Apr	1	16
Subtotal	17	138

5. Raffia

Month	# Workshops Offered	# Participants
Nov	1	6
Subtotal	1	6

6. Basketry

Month	# Workshops Offered	# Participants
May	1	6
Subtotal	1	6

TABLE 2 - continued

7. Using Junk

Month	# Workshops Offered	# Participants
Dec	1	11
May	1	4
Subtotal	2	15

8. Tie-Dye

Month	# Workshops Offered	# Participants
May	1	22
Subtotal	1	22

9. Bookmaking

Month	# Workshops Offered	# Participants
Dec	1	13
Subtotal	1	13

10. Eyeglass Brooches

Month	# Workshops Offered	# Participants
May	1	3
Subtotal	1	3

11. Woodworking

Month	# Workshops Offered	# Participants
Jan	1	23
Subtotal	1	23

12. String Design

Month	# Workshops Offered	# Participants
Nov	1	8
Subtotal	1	8

TABLE 2 -continued

13. Wax

Month	# Workshops Offered	# Participants
Feb	1	5
Subtotal	1	5

14. Using Things from Nature

Month	# Workshops Offered	# Participants
Oct	1	17
Subtotal	1	17

15. Sewing

Month	# Workshops Offered	# Participants
Oct	1	6
Subtotal	1	6

16. Candle Making

Month	# Workshops Offered	# Participants
May	1	12
Subtotal	1	12

17. Painting

Month	# Workshops Offered	# Participants
Nov	1	8
Subtotal	1	8

18. Silk Screen

Month	# Workshops Offered	# Participants
Nov	1	13
Subtotal	1	13

TABLE 2 -continued

19. Weaving

Month	# Workshops Offered	# Participants
Jan	1	10
May	1	8
Subtotal	2	18

20. Paper Sculpture

Month	# Workshops Offered	# Participants
Dec	2	10
Subtotal	2	10

21. Banners, Murals, Week of Art

Month	# Workshops Offered	# Participants
Dec	3	19
Subtotal	3	19

TOTAL	49	435

R. MISCELLANEOUS

(e.g. Proposal Writing, Role-playing, Adolescence, Changing Ideas about Children)

Month	# Workshops Offered	# Participants
Oct	1	26
Jan	1	29
Mar	2	8
Apr	2	46
May	5	58

TOTAL	11	167

TABLE 3

Summary of Workshop Attendance by Workshop Content Area

Workshop Content Area	# Workshops	# Participants	Average # Participants
A. Cognitively Oriented	35	638	38.3
B. Open Education	16	305	19.1
C. Early Childhood	11	245	22.3
D. Classroom Management	6	140	23.3
E. General Classroom Techniques	7	91	13.0
F. Multi-Cultural Curriculum	5	56	11.2
G. Math	18	281	15.6
H. Language Arts	16	269	16.8
I. Social Studies	13	123	9.5
J. Dance/Music	7	139	19.9
K. Drama	3	27	9.0
L. Science	8	70	8.8
M. Staff Development	6	161	26.8
N. Open House	2	5	2.5
O. Visits to Schools	2	23	11.5
P. Constructing Educational Materials	5	93	18.6
Q. Arts & Crafts	49	435	8.9
R. Miscellaneous	11	167	15.2
TOTALS	220	3253	

TABLE 4

School Affiliation by Workshop Content Area

Workshop Content Area	D.C. Elem	D.C. Jr High	D.C. Sr High	Other D.C. Resource Teachers; CEA; Supervisors; Principals; Spec. Schools	Total D.C.	(Non-Public Funded) Private	Md/Va Public	Pre-School	Other Organ. Literacy Action; Gov't Agencies; Colleges/Univ. Parents
A. Cognitively Oriented	55	1	0	5	61	19	57	346	90
B. Open Educa.	74	1	0	38	113	14	101	38	21
C. Early Child.	4	0	0	1	5	16	9	148	18
D. Classroom Management	5	3	3	2	13	3	9	20	9
E. Gen Classroom Techniques	22	2	4	7	35	12	11	23	16
F. MultiCultural Curriculum	14	0	0	1	15	10	6	11	10
G. Math	96	7	2	5	110	51	45	52	10
H. Language Arts	74	15	2	13	104	23	38	20	36
I. Soc. Studies	31	3	9	1	44	10	25	16	16
J. Dance/Music	6	5	0	1	12	17	32	44	16
K. Drama	5	0	0	1	6	8	9	3	1
L. Science	12	0	3	4	19	21	4	7	13
M. Staff Development	101	0	0	0	101	9	41	3	6
N. Open House (RAP Session)	2	0	0	0	2	0	0	1	2
O. Visits to Schools	6	2	0	0	8	2	5	6	1
P. Constructing Materials	7	0	2	0	9	19	21	25	17
Q. Arts & Crafts	121	3	3	14	141	47	65	83	54
R. Miscellaneous	29	4	1	4	38	13	18	48	42
TOTALS	664	46	29	97	836	294	496	894	378

TABLE 5

List of Observed Workshops

Date	Name of Workshop	# of Participants	# of Returned Questionnaires
11/14/73	Dance: A Vehicle for Greater Achievement	15	6
14/14/73	Visit to a Math Lab (Drew School)	15	0
11/15/73	Making a Terrarium	19	19
11/15/73	An Introduction to Open Education	17	10
11/16/73	General Workshop for LaSalle School Staff	24	17
12/11/73	Pre-School Curriculum from a Black Perspective	19	2
12/11/73	Batik and Puppets	5	2
12/11/73	Cheap & Easy Games to make Children Think	13	11
12/12/73	Cognitive Approach to a Pre-School Curriculum (Serial - Last Session of 14)	14	6
1/22/74	Cognitive Approach to a Pre-School Curriculum (Serial - 1st Session of 14)	29	3
1/22/74	A New Resource for Learning Centers	13	9
1/23/74	Proposal Writing	29	15
2/4/74	Individual Needs of Children: How to Meet More of Them	22	18
2/4/74	Secondary School Social Studies Teachers (Exchange of Ideas)	7	2
2/5/74	Cognitive Approach to a Pre-School Curriculum (Serial - 4th Session)	12	11
4/9/74	Math for Classrooms/Labs: Beanstick & Dominoes (Serial - 5th Session)	20	13
4/10/74	Cooking with Young Children	9	8
4/10/74	The City	8	6
4/17/74	Achievement Tests: What Do they Test	10	8
4/17/74	Changing Ideas about Children	35	8
4/18/74	Making Pre-School Materials	33	25
5/13/74	Making Paper Airplanes (2nd Session)	4	3
5/13/74	Reading Techniques (3rd Session)	18	9
5/14/74	Socio-Dramatic Play II (2nd Session)	22	14

TABLE 6

Results of Questions 4 - 7 on Participants Questionnaire Form

Question	Total Number of Responses

General feeling of whether expectations were met --

Yes	Somewhat	No	No Answer
198	7	4	17

Will the workshop make a difference in your work?

Yes	Maybe	No	Participant Not in Class
194	10	7	15

Would you participate in future workshops?

Yes	No	No Answer
213	0	13

Preferred meeting place (some people checked more than one place)

Another School	Own School	ALE	No Answer
28	60	172	20

Would you mind having a follow-up visit?

No (Welcome)	Yes	Maybe	Not Appl	No Answer
177	2	2	22	23

TABLE 7

Summary of Data from
BEE Staff Observation Form

Question	Number of Workshops

Do you feel that the instructor achieved his/her stated expectations?

Yes	No	Undecided
15	1	8

COMMENT: One of the 8 workshops listed under undecided was a serial workshop, and the observer felt it impossible to make a determination with 1 visit. In the other 7, observers felt some of the expectations had been achieved.

Was the workshop made relevant to the needs of the participants?

Yes	No	Undecided
18	4	2

Was the instructor clear in communicating?

Yes	No	Undecided
22	0	2

TABLE 7 - continued

Question	Number of Workshops

Did the students participate in the instructional process?

Yes	No	Undecided
15	9	

COMMENT: It was not always relevant to have a student participate in instruction.

The type of grouping used, and its adequacy :

	Yes	No	Undecided
Lecture/Discussion	4	3	1
Group Activity	4		
Independent Individual Work	2		1
Other or Combinations	7	1	

The single best features observed, and the frequency in which they were listed on the BEE Staff Observation Form:

Presentation - - - - - - - - -	8 times
Relevance to use in classroom - -	5 times
Finished student product - - - -	4 times
Open exchange - - - - - - - - -	4 times
Student performance - - - - - -	3 times
Informative content - - - - - -	3 times
Objectives clarified for whole series	1 time

TABLE 8

Library/Resource Center Circulation 1973 - 74

Date	Books	Audio Visual	Periodicals, Pamphlets, Catalogues	Learning Materials and Kits
April 1973	45	19	0	5
May 1973	50	42	0	9
June 1973	86	4	5	14
July 1973	131	13	18	25
August 1973	112	3	9	25
September 1973	115	27	3	51
October 1973	83	23	1	18
November 1973	147	11	0	26
December 1973	78	14	2	7
January 1974	120	24	7	16
February 1974	138	36	4	12
March 1974	178	36	16	3
April 1974	147	58	2	9
May 1974	105	8	3	3
TOTALS	1535	318	70	223

TABLE 9

ALE Self-Supporting Activites - June 1973 - May 1974
[By Category]

CATEGORY	JUN, JUL, AUG	SEP, OCT, NOV	DEC, JAN, FEB	MAR, APR, MAY	CULUMATIVE TO DATE
Memberships		$1,804.45	$3,037.00	$1,061.00	$ 5,902.45
Materials & Book Sales	$1,331.90	$1,296.09	$ 896.61	$1,693.34	$ 5,217.94
Workshop Fees	$ 435.00		$ 830.00	$ 200.00	$ 1,465.00
Contracts	$ 536.00		$1,595.00	$ 760.00	$ 2,891.00
TOTALS	$2,302.90	$3,100.54	$6,358.61	$3,714.34	$15,476.39

TABLE 10

ALE Self-Supporting Activities - June 1973 - May 1974
[By Category and Subject Area]

SUBJECT AREA	MEMBERSHIP	BOOKS & MATERIALS	WORKSHOP FEES	CONTRACTS	TOTAL
Arts and Crafts		$ 485.67		$1,166.00	$ 1,651.67
Behavioral Science		6.00			6.00
Early Childhood		738.82	510.00	1,675.00	2,923.82
General	$5,902.45	320.95			6,223.40
Language Arts		268.31	360.00		628.31
Math		84.21	160.00		244.21
Media		45.00			45.00
Open Education		2,072.25		50.00	2,122.25
Professional		191.20	360.00		551.20
Science		34.65	75.00		109.65
Social Studies		2.00			2.00
Tri-Wall & Carpentry		968.88			968.88
TOTAL	$5,902.45	$5,217.94	$1,465.00	$2,891.00	$15,476.39

TABLE 11

ALE Workshops for which Lab Fees Were Charged
June 1973 - May 1974

WORKSHOP NAME	FEE
READING IN THE SECONDARY SCHOOLS (November 1973 - February 1974)	$10.00
OPEN EDUCATION (November 1973 - March 1974)	5.00
COGNITIVE APPROACH TO A PRE-SCHOOL CURRICULUM (January 15, 1973 - April 23, 1974) (January 16, 1973 - April 24, 1974)	 20.00 20.00
WEEK OF ART FOR ELEMENTARY SCHOOL TEACHERS (April 15 - 19, 1974)	10.00
MATH AT YOUNG SCHOOL (January 8 - May 17, 1974)	10.00

TABLE 12

ALE Workshops for which Material Fees Were Charged
June 1973 - May 1974

CONTENT AREA	WORKSHOP NAME	FEE
Arts & Crafts	Weaving (Jul 30 - Aug 3, 1973)	$5.00
	Silk Screening (Aug 6-10, 1973)	5.00
	Print Making (Oct 6,13,20,27 and three sessions in Nov 1973)	No Def. Charge
	Making African Instruments (Feb 11, 1974)	2.00
	Making a Terrarium (Mar 14, 1974)	1.00
General	Dry Mounting (Nov 7,14,21,28; Dec 5,12, 1973 and Jan 16,23,30; Feb 6,13,20,27; Mar 13,20,27; Apr 3, 10,17, 1974)	No Def. Charge
Math	Math at Young School (Jan 8-17,1974)	15.00
Media	Visual Media (Jul 9-13, 1973)	5.00
Language Arts	Making Materials (Apr 16-19, 1974)	No Def. Charge
	Making Pre-School Materials (Apr 18, 1974)	No Def. Charge
Tri-Wall & Carpentry	Carpentry (Aug 20-24, 1973)	5.00
	Tri-Wall (July 9,10,23,24, 1973)	3.00 a sheet
	(Sep 24; Oct 1,15,29, 1973)	3.00 a sheet
	(Nov 5,12,19,26, 1973)	4.25 a sheet
	(Jan 19; Feb 2,9,16,23, 1974)	4.25 a sheet
	(Mar 16,30; Apr 13,29,1974)	4.25 a sheet

APPENDIX B

Appendix B includes samples of the following forms which were used during the BEE evaluation of ALE:

1. PARTICIPANT QUESTIONNAIRE FORM
2. BEE STAFF OBSERVATION FORM
3. FOLLOW-UP VISITATION FORM

Participant Questionnaire Form

NAME _____ AFFILIATION _____

DATE _____ WORKSHOP _____

1. What do you see as the purpose of this workshop?

_____

_____

_____

2. In what ways did the workshop meet your expectations?

_____

_____

_____

3. What else could have helped in meeting your expectations?

_____

_____

_____

4. Do you feel that your participation in this workshop will make a difference in your work? _____ If so, HOW?

_____

_____

_____

5. Do you prefer to meet at:

   (a) Your school _____

   (b) Another school _____

   (c) Advisory & Learning Exchange _____

6. Would you wish to/not wish to attend future workshops?

   (a) Wish to _____

   (b) Not wish to _____

7. Would you mind if someone from the Advisory & Learning Exchange visited you in your classroom?

_____

_____

_____

BEE Staff Observation Form

NAME OF WORKSHOP _____

DATE _____

---

1. Based on your observations, list below the things that you think the instructor expects the participant to do as a result of this workshop?

   1.

   2.

   3.

   4.

2. Do you feel that the instructor achieved his/her stated expectations?

   Yes _____

   No _____

   If no, should other techniques have been used?

   Yes _____

   No _____

   Comments:

3. Was there a need to divide the workshop group according to the level (needs, etc.) of the participants?

Yes _____

No _____

Was it done?

Yes _____

No _____

Comments:

4. Were there any questions raised to attempt to determine how the workshop participants might use the workshop content?

Yes _____

No _____

Comments:

5. Was there any attempt to make the workshop content relevant to the participants interests and backgrounds?

Yes _____

No _____

Comments:

6. Was the instructor clear in communicating ideas and in answering questions?

Yes _____

No _____

Comments:

7. What type of grouping was used?

_____ lecture

_____ group activity

_____ independent individual work

_____ other (Please specify) _____

_____

_____

Was it satisfactory?

Yes _____

No _____

Comments:

8. Did students participate in the instructional process?

Yes _____

No _____

Comments:

9. What single aspect of the workshop stands out as the best feature?

Follow-Up Visitation Form

NAME OF TEACHER _____ SCHOOL _____

FOLLOW-UP VISITORS _____

DATE _____ GRADE OR AGE LEVEL _____

THINGS/BEHAVIOR OBSERVED THAT REFLECT ALE EXPOSURE	INTERVIEW RESULTS
	Effects on current practice: Support system in the field: Type of communication with others about ALE: Future plans: Visitor's Comments & Reactions:

APPENDIX C

Appendix C includes the Questionnaire Analysis Forms which were prepared on each workshop where either a Participant Observation Form was handed out or where a follow-up visit was conducted and an Observation Form filled out. They are:

1. Dance: A Vehicle for Greater Achievement.
2. Making a Terrarium.
3. An Introduction to Open Education.
4. General Workshop for LaSalle School Staff.
5. Pre-School Curriculum from a Black Perspective.
6. Batik and Puppets.
7. Cheap and Easy Games to Make Children Think.
8. Cognitive Approach to a Pre-School Curriculum I.
9. Cognitive Approach to a Pre-School Curriculum II.
10. A New Resource for Learning Centers.
11. Proposal Writing.
12. Individual Needs of Children: How to Meet More of them.
13. Secondary School Social Studies Teachers (An Exchange of Ideas Session).
14. Cognitive Approach to a Pre-School Curriculum IV.
15. Math for Classrooms & Labs: Beansticks & Dominoes.
16. Cooking with Young Children.
17. The City.
18. Achievement Tests: What do they Test?
19. Changing Ideas about Children.
20. Making Pre-School Materials.
21. Making Paper Airplanes.
22. Reading Techniques.
23. Socio-Dramatic Play II.

On the Participants Questionnaire and on the BEE Staff Observation Form, there were questions pertaining to the objectives involved in each workshop. On this analysis sheet, [P] refers to an objective listed by one of the workshop participants, while [O] refers to an objective listed by one of the Observers. The column at the right lists the number of times that workshop participants listed the same objective as either the observer or another of the workshop participants.

Dance - A Vehicle for Greater Academic Achievement

November 14, 1973

15 Participants

6 Questionnaires Returned

	OBJECTIVES	# PARTICIPANTS MENTIONING
1.	[P] To actually see the girls dancing.	5
	[O] *To observe the girls dancing.*	5
2.	[P] To learn how dance has related to other behaviors: Affective -- Cognitive --	 3 2
	[O] *To understand how participation in the group has changed affective and cognitive behaviors.*	5
3.	[P] To learn how to implement a dance program at an elementary level.	5
	[O] *To learn how to develop a similar program.*	6
4.	[P] To get them to their own school for performance.	2
5.	[P] To exchange ideas (General Statement)	2
6.	[O] *To understand that the group is available for performances.*	2

RECOMMENDATIONS:

1. Demonstrate a typical lesson.
2. Discuss more about how to start such a program.
3. Suggest bringing students to see the group during the workshop.

Making a Terrarium

November 15, 1973

19 Participants

19 Questionnaires Returned

	OBJECTIVES	# PARTICIPANTS MENTIONING
1.	[P] Actually making a terrarium (or mention of the confidence gained by actually doing so.)	11
	[O] *Making a terrarium.*	*11*
2.	[P] Learning techniques for making a terrarium (soil, equipment, plants, etc.)	17
	[O] *Knowing how to use knowledge and techniques to make a terrarium with children in the classroom.*	*17*
3.	[P] Appreciation, aesthetics, beauty.	2
	[O] *Using aesthetic judgment in creating a terrarium.*	*2*
4.	[P] Learning scientific facts, principles & theory.	4
5.	[P] Affective objectives:	
	a. Sharing work with others and seeing their work;	2
	b. Having fun;	2
	c. Having a personal experience which enriches one as a person, whether actually used or not.	1

RECOMMENDATIONS:

1. More individual attention.
2. More emphasis on using equipment and more equipment available (e.g. tongs)
3. More information on what to bring to the workshop (i.e. beforehand)

An Introduction to Open Education

November 15, 1973

17 Participants

10 Questionnaires Returned

	GENERAL OBJECTIVES FOR ENTIRE COURSE	# PARTICIPANTS MENTIONING
1.	[P] To learn background information about Open Ed. and Open Space.	9
	[O] *To use information gained here in own school and according to own needs.*	*9*
2.	[P] To express own needs and concerns. To change attitude toward Open Education.	3 1
	[O] *To construct own definition of Open Education and change self to meet that definition.*	*1*
3.	[P] To be exposed to bibliography and materials on Open Education.	2
	[O] *To read literature and materials available on Open Education.*	*2*
4.	[P] To have a chance to do while learning.	1
	[O] *To develop strategies for handling discomforts of parents, etc. with regard to newly implemented Open Education.*	*0*

RECOMMENDATIONS:

1. Pre-School;
2. Materials for Open Education;
3. Scheduling;
4. Evaluation of students;
5. How to help guide and supervise teachers.

Open Education - continued

	SPECIFIC OBJECTIVES FOR FIRST SESSION	# PARTICIPANTS MENTIONING
1.	[P] To register.	1
	[O] *Registration.*	*1*
2.	[P] To introduce selves and to interact.	3
	[O] *To get acquainted.*	*3*
3.	[P] To realize that others have the same ideas and problems and want to make changes (i.e, to know you are not isolated).	1
	[O] *To form a "whole".*	*1*
4.	[P] To clarify the future of the course.	1
	[O] *To know the objectives of the course.*	*1*
5.	[P] To express own needs and concerns.	3
	[O] *To hear individual concerns and needs.*	*3*

General Workshop for LaSalle School Faculty

November 16, 1973

24 Participants

17 Questionnaires Returned

	OBJECTIVES	# PARTICIPANTS MENTIONING
1.	[P] Introduction to ALE.	4
	[O] *Introduction to ALE as a resource.*	*4*
2.	[P] New or innovative techniques or approaches to take back to the classroom.	17
	a. Ways to teach skills;	2
	b. Ways to develop difficult concepts;	1
	c. Use of new materials or games made from every objects;	9
	d. Methods for motivating and interesting children;	3
	e. Techniques for meeting individual needs of children.	1
	[O] *Learning new techniques and their application in the classroom*	*17*
3.	[P] Learning by doing or making own product.	3
	[O] *Making a product.*	*3*
4.	[P] Affective goals:	
	a. Involves teachers in working together and sharing ideas;	1
	b. Getting involved;	1
	c. Stimulates own thoughts and innovate ideas.	1

RECOMMENDATIONS:

1. More time.
2. More materials available.

The Pre-School Curriculum from a Black Perspective

December 11, 1973

19 Participants

2 Questionnaires Returned

	OBJECTIVES	# PARTICIPANTS MENTIONING
1.	[P] To help teachers become aware of and sensitive to values they verbalize and live?	1
	[O] *To accept an Afro-American value system.*	*1*
2.	[P] To focus people into a perspective that might provide a more meaningful education for black children at the pre-school level.	1
	To focus on black children's needs without separating them too much from those of white children.	1
	[O] *To take into account black children's needs in the classroom.*	*2*
3.	[O] To establish positive identity for Blacks personally and as a group.	0*

EXPECTED IMPROVEMENT IN WORK:

1. Will use charts of traditional and humanistic values (as a teacher trainer).

2. Will know how to approach helping to set up pre-schools.

RECOMMENDATIONS:

1. More discussion of the nature and ways of learning and thinking of Pre-School children in general.

* This objective could be considered as a summary of the first two objectives, since they mention both the concept of groups and of individuals.

Batik & Puppets

December 11, 1973

5 Participants

2 Questionnaires Returned

	OBJECTIVES	# PARTICIPANTS MENTIONING
1.	[P] To learn how to make batik and puppets.	--
	[O] *To practice and learn the process of making batik and puppets.*	--

Both the Participants and the Observer agreed on the objectives of this workshop, and there were no recommendations made for improvements.

The participants felt that they would be able to use this technique with children confidently, wheras before the workshop, they could not have done so.

Cheap & Easy Games to Make Children Think

December 11, 1973

13 Participants

11 Questionnaires Returned

	OBJECTIVES	# PARTICIPANTS MENTIONING
1.	[P] To develop logic and strategy through games - to help children learn in a fun way.	4
	[O] *Perhaps getting participants to think of ways of analyzing cognitive strategies.*	3
2.	[P] Learning easy-to-make games to use with children (to challenge them).	10
	[O] *Get students to become familiar with games that they could have children play with.*	10
3.	[P] To think via games (for the workshop participant him/herself).	1
4.	[P] To have fun playing games.	1

EXPECTED IMPROVEMENTS IN WORK:

1. Will use the games for cognitive development and fun.
2. Will pass them on to parents to use with their children.

RECOMMENDATIONS:

1. Make clearer beforehand what age group this workshop applies to.
2. Discuss adaptation of the games to different age groups.
3. Provide materials for immediate construction of games.
4. One person felt that the games should have made him/her think and that they did not.

Cognitive Approach to a Pre-School Curriculum

Began on December 12, 1973

14 Participants

6 Questionnaires Returned

	OBJECTIVES	# PARTICIPANTS MENTIONING
1.	[P] Generally to better understand children's behavior and their response to their environment.	2
2.	[P] To see that learning can be structured at the simplest levels.	1
3.	[P] To develop individual concepts and understandings of a cognitive curriculum based on Piaget and to learn how to organize this approach into a workable classroom. (To learn Piagetian terminology & concepts).	6
4.	[P] To contrast this cognitive approach to a traditional approach.	1
5.	[P] To explore specific materials related to a cognitive approach.	1
6.	[P] To become more aware of how individual children learn. (their needs)	3
7.	[P] To learn how to assess the level of a child's development in terms of Piagetian sequences.	1
8.	[P] To explore concrete examples of children's behavior.	1
9.	[P] To learn how to better build a positive relationship between teacher and child.	1
10.	[P] To learn how to help children become successful learners.	1
11.	[P] To understand the importance of play (including socio-dramatic play).	5

Cognitive Approach - continued

	OBJECTIVES	# PARTICIPANTS MENTIONING
12.	[O] *Using toys towards cognitive purposes:*	
	a. *Providing structure by how the toy is presented.*	2
	b. *Observing children's approach and play.*	2
13.	[O] *Getting participants to pay attention to procedures in using toys.*	1

RECOMMENDATIONS:

1. More on Piaget specifically (i.e. theory, "conservation").
2. More on ways to assess level of development and on sequencing of materials in response to the needs of individual children.
3. More on very concrete specifics of how to implement a cognitive approach (room arrangement, scheduling). Perhaps one session going through how a classroom might begin and develop over a year with this approach.
4. Relate practical presentations more closely to theory throughout the progress of the course.
5. Perhaps a field trip or two to see a classroom actually implementing a cognitive approach.
6. More on how children see the world and how we can use clues to help them make sense out of their environment.
7. Discussion of how reading or math readiness fit into this approach.
8. Something on how to relate art activities to the cognitive approach.
9. Relate more to other approaches in general, (e.g. learning disabilities, other cognitive approaches).
10. Have a session on various pitfalls to avoid.
11. More on how emotional and cognitive relate. (It seems that some people left with the feeling that the cognitive approach is somewhat at odds with proper attention to emotional development).
12. Give out more written materials.
13. Have books available for purchase.
14. Have some required reading.

EXPECTED IMPROVEMENTS IN WORK:

1. Expect to be more secure in role as a teacher.
2. Will be more aware of the individual needs of children and how to respond. More respect for individual differences. Will be better able to fulfill learning needs.
3. Will better understand the importance of play.
4. Have had thinking affirmed and have thus gained much need support.
5. Have been helped to find self/selves.

All participants expressed interest in attending future workshops.

Cognitive Approach - continued

All of the objectives listed by the observers were obtained from the first session of this workshop, while all of the objectives listed by the participants were obtained from the last session of the workshop. Thus, the participants listed many more objectives than did the observers.

Cognitive Approach to a Pre-School Curriculum

January 22, 1974

29 Participants

3 Questionnaires Returned

	OBJECTIVES	# PARTICIPANTS MENTIONING
1.	[P] To understand how children view their world; to understand them better generally.	--
2.	[P] To learn how literal children are.	--
3.	[P] To understand why children think the way they do.	--
4.	[P] To inform on the cognitive approach, thus enhancing the teacher's role with pre-schoolers.	--
5.	[P] Exchanging ideas.	--
6.	[O] *To learn various Piagetian terminology related to 3-4 year olds.*	*0*
7.	[O] *To categorize children's behavior into appropriate labeled categories using terminology.*	*0*
8.	[O] *To analyze children's behavior and responses in terms of developmental level.*	*0*

EXPECTED IMPROVEMENT IN WORK:

1. Will react differently to incident of child aggression.
2. Will understand children better.

RECOMMENDATIONS:

1. Perhaps learn how to make things with and for my children.

--

It would seem that the participants in this workshop saw it in very global terms, or at least reflected it that way on the questionnaires. The observer seems to have analyzed the workshop much more precisely, while the participants did not mention Piaget, terminology, or categories with which they worked.

A New Resource for Learning Centers

January 22, 1974

13 Participants

9 Questionnaires Returned

	OBJECTIVES	# PARTICIPANTS MENTIONING
1.	[P] Enrichment and ideas on the kit (creative moments) explaining a card into many experiences.	6
	[O] *Use of task cards (re activity)*	7
2.	[P] Identify with children's reactions to the kit.	1
3.	[P] To learn how to expand the activities to correlate with many subject areas and grade levels.	2
4.	[P] To get ideas for maximum participation.	1
5.	[P] Ideas for learning centers.	2
6.	[P] Individual, small group ideas.	2
7.	[P] To learn how to use "play" or "fun" activities for various subjects.	2
8.	[P] To learn how children need to move and communicate while working.	1
9.	[P] Affective goals: a. To share ideas with teachers. b. To feel free to relate feelings through doing art projects. c. Learning by doing.	 1 1 1
10.	[O] *Become familiar with ways in which children would use creativity through specific tasks.*	*0**

*The participants of this workshop seem to have concentrated on the specific activities and have missed the general connection with creativity. Only one person mentioned creativity in relation to the tasks, anywhere on this questionnaire.

New Resource - continued

EXPECTED IMPROVEMENT IN WORK:

1. Will use the specific new techniques and materials introduced.
2. Will change general class atmosphere (i.e. greater freedom).
3. Affective change for teacher her/himself (e.g. more confidence).

RECOMMENDATIONS:

1. More time.
2. More talk on cards themselves; explore more activities; broaden use.
3. More discussions with teachers on own level.
4. A workshop confined to one subject area.
5. More familiarization with the materials beforehand.

Proposal Writing

January 23, 1974

29 Participants

15 Questionnaires Returned

	OBJECTIVES	# PARTICIPANTS MENTIONING
1.	[P] To learn about funding sources.	3
	[O] *To become familiar with various guidelines and references funding.*	*15*
	[O] *To understand the importance of following guidelines and using topics which are of priority to funding agencies.*	*8*
	[O] *To understand the government's role in educational funding.*	*5*
2.	[P] Information on basic elements of proposal - what it is and how to write (format and style).	1
3.	[P] To discuss strategies to improve a proposal's chances.	3
4.	[P] To make a consultant available who can't be reached by individuals.	1
5.	[P] Stimulation, support.	1
6.	[P] To help develop own proposal.	2

RECOMMENDATIONS:

1. Provide a copy of exemplary funded proposal for participants.
2. Provide list of different government organizations to write to.
3. Another workshop - more in-depth working time on proposal.
4. More information on private foundations and types of programs they are likely to fund.
5. Session on funding in the district.
6. One person expressed depression with the gloomy picture which he felt emerged from this workshop. Perhaps, this type of feeling should be dealt with.

The Individual Needs of Children: How to Meet More of Them

February 4, 1974

22 Participants

18 Questionnaires Returned

	OBJECTIVES	# PARTICIPANTS MENTIONING
1.	[P] To learn to meet children's needs as diagnosed.	18
	To see the need for children's learning centers and their purpose.	1
	[O] *To apply methods which are viable for each child at various ends of the continua.*	*17**
2.	[P] To learn to identify children's individual learning styles and diagnose their needs (and respect them).	17
	To learn what to look for in diagnosing.	1
	[O] *To diagnose children's styles in terms of continua.*	*17**
3.	[P] To share ideas with other educators.	1
4.	[P] Support from others (confidence).	2
5.	[P] Outlet for discussion of problems.	1
6.	[P] Introduction to ALE.	1
7.	[P] To learn new teaching styles to reach children with learning disabilities.**	1
8.	[O] *To learn continua of learning styles.*	*1*
9.	[O] *To develop own continua.*	*0*

* *The participants in this workshop certainly did not seem to see the process in terms of continua at all. They seem to have seen it in terms of diagnosis and application of appropriate methods.*

** *Did this person see the workshop in terms of learning disabilities in a broad sense or completely miss the point and see it according to a very technical application of the term?*

Individual Needs of Children - continued

EXPECTED IMPROVEMENT IN WORK:

1. Will identify children's styles.
2. Better feeling about own work.
3. More respect for children's own styles and less attempt to mod them to preconceived notions.
4. Will use ALE as a resource.
5. Will use the games, contracts, learned there.
6. Will incorporate child goals more.

RECOMMENDATIONS:

1. Special workshop in individualized reading.
2. More group discussion.
3. More discussion on specific children, specific needs and ways to meet them.
4. Use media.
5. More time with materials and displays.
6. Grouping according to needs.
7. Use of children as a demonstration.
8. More specific materials and ideas to cater to various styles.
9. Not so much directed teaching.

Secondary School Social Studies Teachers

February 4, 1974

7 Participants
3 Questionnaires Returned

	OBJECTIVES	# PARTICIPANTS MENTIONING
1.	[P] To foster communication - or how to facilitate communication.	3
	[O] *To become interested in participating in communication workshops for D.C. district.*	*3*
2.	[P] To introduce ALE to secondary teachers.	3
	[O] *To explore possible ways ALE can service social studies teachers in D.C. district.*	*3*
3.	[P] To learn whom to contact for courses in materials construction.	1

RECOMMENDATIONS:

1. Perhaps give something more concrete to "take home" or try in class; (material handouts).
2. More setting up of communication network and conrete "do's". Less discussion of same problems as usual.

Cognitive Approach to a Pre-School Curriculum

February 5, 1973

? Participants

11 Questionnaires Returned

	OBJECTIVES	# PARTICIPANTS MENTIONING
1.	[P] Generally to gain better understanding of children and new ideas for working with them; better ways of teaching them.	5
	To learn importance of presentation.	1
	[O] *To be able to structure good learning experiences for children - overall objective.*	6
2.	[P] To understand how children see themselves in relation to their environment and how they feel.	2
	[O] *To become aware of children's feelings in a learning experience.*	2
3.	[P] To gain understanding about what to expect at each age level.	1
	To learn to meet children at own level.	1
	To plan materials, stories, etc. to be appropriate	1
	To understand how children think and why and how their thinking changes as they grow.	5
	To learn that children have their own ways of thinking.	1
	To learn how a child learns - where he is in his thinking.	1
	[O] *To structure a learning experience on the basis of the child's thinking.*	9
4.	[P] To learn that the teacher must be a good listener, in order to plan more effectively.	5
5.	[P] To see that the learner must be involved in learning.	1

Cognitive Approach - continued

	OBJECTIVES	# PARTICIPANTS MENTIONING
6.	[P] To learn to share more of self with children.	1
7.	[P] To share information and ideas about children with others.	2
8.	[O] *To become aware of reward systems used in the learning experience.*	2

EXPECTED IMPROVEMENTS AT WORK:

1. Will be a better listener.
2. Will have better awareness of how children feel and think.
3. Will share more of myself.
4. Will plan more effectively.

RECOMMENDATIONS:

1. Visits to other schools in connection with the workshop.

Math for Classrooms and Lab: Beanstick & Dominoes

April 9, 1974

20 Participants

13 Questionnaires Returned

	OBJECTIVES	# PARTICIPANTS MENTIONING
1.	[P] To acquaint participants with CDA materials	2
	[O] *Present addition and subtraction equations to children by using CDA forms.*	*3*
2.	[P] To introduce new ways of teaching math.	4
	To learn more stimulating ways to develop computation.	1
	To learn ways with familiar materials and/or concepts.	1
	To introduce a variety of maniuplative materials.	6
	To use manipulative materials in a variety of situations.	1
	To encourage the creation of new games.	2
	[O] *Modify the forms and materials to suit their own children's needs.*	*11*
3.	[P] To make math fun.	2
4.	[P] To arouse curiosity about new and better ways to teach.	1
5.	[P] To stimulate or "recharge" the teacher.	1
6.	[P] To learn how to meet children's individual needs better and with more interest and enthusiasm.	1
7.	[P] To *have* some experiences that should be provided to children.	1
8.	[O] *Teach a unit on bases using some of the materials demonstrated.*	*0*
9	[O] *Make math alive for children.*	*4*

Math for Classrooms - continued

EXPECTED IMPROVEMENT AT WORK:

1. Will have more interesting and creative approach to maths and use more challenging activities.
2. Will use many of the ideas and techniques learned.
3. Will use wider variety of manipulative materials and/or games.
4. Will use many new materials to which class was introduced.
5. Will see ways to bridge the gap between math lab and classroom.
6. Will see more than one way of solving a problem.
7. Found personal stimulationg, which will result in better teaching.

RECOMMENDATIONS:

There were no recommendations made for future workshops.

Cooking with Young Children

April 10, 1974

9 Participants

8 Questionnaires Returned

	OBJECTIVES	# PARTICIPANTS MENTIONING
1.	[P] To show how cooking is done with children.	3
	To share recipes, especially those that are good to use with kids.	5
	To get ideas for party planning.	1
	[O] *To use cooking in their classes with even young (3-year old) children.*	*7*
2.	[P] Philosophy.	1
	How to stimulate learning through cooking.	1
	[O] *To use cooking as a means to teach content of math, science, social studies, etc.*	*2*
3.	[P] To know how to cook in a crowd of children.	1
	[O] *To be aware of safety measures while cooking.*	*1*

EXPECTED IMPROVEMENT AT WORK:

1. Will enjoy cooking more.
2. Will try to get to cook with my pre-schoolers even if it means bucking regulations.
3. Will have more definite ideas and techniques to use in cooking with kids.
4. Will have more recipes to use; will include health food and new stew.
5. Will help the children plan a party and carry it out.

RECOMMENDATIONS:

1. Give out the cookbook and recipes for participants to keep.
2. Have some sort of display of additional ideas.
3. Could actually work with young children in the workshop.

The City

April 10, 1974

8 Participants

6 Questionnaires Returned

	OBJECTIVES	# PARTICIPANTS MENTIONING
1.	[P] To get information on resources in the city.	5
	[O] *To be familiar with all the resources in the city and various materials available for use in class.*	5
2.	[P] To hear about a unit on the city and get a variety of ideas on how to do such a unit.	2
3.	[P] To learn about an activity-centered curriculum.	2
4.	[P] To discuss concepts which should be taught through the activities.	1
5.	[P] To exchange ideas and discuss own problems in presenting subject matter discussed.	1

EXPECTED IMPROVEMENT AT WORK:

1. Will know better how to gather resource materials; will use the resource materials presented.
2. Will be more aware of resource materials and contacts.
3. Will know how to do an activity-centered study of the city.

RECOMMENDATIONS:

1. More interaction and feedback from the group.
2. More time for activities - perhaps an all day workshop. (more time for activities and to absorb material on display).

Achievement Tests

April 17, 1974

8 Participants

8 Questionnaires Returned

	OBJECTIVES	# PARTICIPANTS MENTIONING
1.	[P] Examination of testing as tool and threat (misuse)	6
	To look at the biases in testing.	1
	To discuss the nature of testing and the source of its problems.	12
	To discuss the oversimplicity of some recent research.	1
	[O] *To learn to interpret tests cautiously and be aware of their political use.*	*7*
2.	[P] To see the need for better education in the proper use of testing.	2
	[O] *To get better training in development and use of tests.*	*2*
3.	[P] To think how teacher's can use political power to see that tests aren't misused.	2
	[O] *To think about how to combat the misues of tests; to take political action against their misuse.*	*2*
4.	[O] *To take professional responsibility to see that standard tests are constructed with better validity.*	*0*

EXPECTED IMPROVEMENT AT WORK:

1. Will "know mine enemy" better; be aware of uses & misuses of tests.
2. Will remember these comments as I use instruments myself.
3. Will try to get teacher's involved in test selection.
4. Now have a base for more reading and discussion on the subject.

Achievement Tests - continued

RECOMMENDATIONS:

1. More on the inherent biases in testing.
2. Ideas about new ways to test; a constructive outlet for frustration about the present.
3. A handbook on political action.
4. More information on intelligent use of scores.

Changing Ideas about Childhood

April 17, 1974

35 Participants

8 Questionnaires Returned

	OBJECTIVES	# PARTICIPANTS MENTIONING
1.	[P] To discuss how society has viewed children in the past and how this has influenced education and other institutions affecting children.	3
	A whole kaleidoscopic weaving of history and philosophy.	1
	[O] *To explain current interest in children and their thinking from a historical point of view.*	*8*
2.	[P] Historical perspective.	3
	[O] *To show children's needs have been subject to neglect in this country.*	*0*
3.	[P] Stimulate thought and discussion on children.	1
4.	[P] A review of education.	1
5.	[N] *Not to accept criticism directed to American schools as implying that there should be no schools.*	*0*

EXPECTED IMPROVEMENT AT WORK:

1. New ideas on how we've viewed children and how it has influenced education.
2. Reflection on what we are a part of in our culture.
3. Awareness of how views of kids have changed.
4. Will see problems through changed perspective - greater awareness and re-evaluation of own views.

RECOMMENDATIONS:

1. More discussion on direction we are going now in education.
2. Much more discussion and involvement of group members.
3. Perhaps more "international" discussion and less concentration on the American scene.

Making Pre-School Materials

April 18, 1974

33 Participants

25 Questionnaires Returned

	OBJECTIVES	# PARTICIPANTS MENTIONING
1.	[P] Ways of making new learning materials.	25
	[O] *Prepare a variety of materials for pre-school children dealing with labeling, matching, sorting, classifying, counting, enumerating, etc.; (i.e. to learn to use concrete materials to help children learn.).*	25
2.	[P] Use of everyday objects to make materials easily and cheaply.	7
	[O] *Realize the potential of everyday objects which we normally throw away.*	7
3.	[P] Lots of time for actually making materials.	6
4.	[P] Use of center's facilities.*	9*
5.	[P] Improve ability to work with young children.	1
6.	[P] How to use the materials at hand and make classroom work easier.	1
7.	[O] *Learn to have children make up some materials.*	0
8.	[O] *Empathize with children who may work with materials through doing it themselves.*	0
9.	[O] *Learn to make materials sturdy so they'll last.*	0

*Eight people expressed appreciation for the wealth of materials that were available for their use, thus this objective was implicit. Only one person actually stated the objective as such.

Pre-School Materials - continued

EXPECTED IMPROVEMENT AT WORK:

1. Will be able to make more materials.
2. Will be motivated to make more materials myself.
3. Will make better use of everyday objects - collect scraps that I'd normally throw away.
4. Will run such a workshop for my staff.
5. Will have more ideas for making materials to bring to my staff.
6. Will be able to better organize my work in the classroom.
7. Will use more activities and table games.
8. Will give children more experience with manipulative materials.
9. Will use "games" so children will better understand what we're teaching them (e.g. new ways of teaching number facts).
10. Activities will be more stimulating for students and teachers.
11. Will be more aware of what can be done in day-care.

RECOMMENDATIONS:

1. More time to make more materials or more workshops of the same type.
2. More room to work in.
3. More language arts ideas.

Making Paper Airplanes

May 13, 1974

4 Participants

3 Questionnaires Returned

	OBJECTIVES	# PARTICIPANTS MENTIONING
1.	[P] To explore using planes in teaching arithmetic.	3
	To use math after making airplanes.	3
	[O] *Use kids' natural interest in paper airplanes as a vehicle for teaching math and science concepts and skills.*	*3*
2.	[P] New ideas for teaching area and graphing.	3
3.	[O] *Learn some specific activities to apply in their own classrooms.*	*3*

EXPECTED IMPROVEMENT AT WORK:

1. Expect to try the techniques learned.
2. Will have another possibility in doing math.

RECOMMENDATIONS:

None.

Reading Techniques

May 13, 1974

18 Participants
9 Questionnaires

	OBJECTIVES	# PARTICIPANTS MENTIONING
1.	[P] Expose teachers to sequential steps in work attack. Learn about digraphs. Learn to teach specific reading skills.	-- -- --
	[O] *Practice and apply techniques for teaching phonics as part of word-attack skills in general; (in this session, consonant digraphs were used).*	*6*
2.	[P] Reviewing the foundations of reading and helping teachers improve their teaching methods.	6
3.	[P] Working things through in a group.	6
4.	[P] Gaining confidence.	6
5.	[P] Sharing of ideas.	6
6.	[P] Learning through participation.	6
7.	[O] *Become familiar with the language experience approach to teaching reading (reading is child's talk written down).*	*0*
8.	[O] *Be exposed to available reading material on the teaching of reading.*	*0*
9.	[O] *Learn specific techniques for implementing language experience approach.*	*0*

EXPECTED IMPROVEMENT AT WORK:

1. Will have information and experience which will enable me to know how to start out with some goals and confidence.
2. Will have a more creative approach.
3. Will be more competent and secure in field of reading.

Reading Techniques - continued

4. Will have more knowledge of digraphs, blends, etc.
5. More awareness of individual problems.
6. More awareness of possible problems with auditory and visual discrimination.

RECOMMENDATIONS:

1. Have kids participate in the workshop session itself.
2. More on kids who already have basic skills - enrichment activities.

Socio-Dramatic Play II

May 14, 1974

22 Participants

14 Questionnaires Returned

	OBJECTIVES	# PARTICIPANTS MENTIONING
1.	[P] To learn to understand and evaluate children's make-believe play.	7
	[O] *Learn to diagnose how a child is using play - what level he is at in terms of Smilansky's framework.*	7
2.	[P] To help teachers improve the level of play.	5
	Techniques for involving children in socio-dramatic play.	1
	How play can be stimulated and taught.	1
	Fostering dramatic expression in young children.	--
	To learn that each child is on a different level in his play and each needs different help.	1
	[O] *Intervene in children's play in order to promote their cognitive and emotional growth.*	8
3.	[P] To help parents improve the level of children's play.	1
	[O] *Explain to parents the importance of play and help them learn to encourage and play with their children.*	1
4.	[P] To improve teaching of the very young.	1
5.	[P] To see how we as teachers can be of greater help to children.	1

Socio-Dramatic Play II - continued

EXPECTED IMPROVEMENT AT WORK:

1. Will be more aware of levels children are at and will bring more children into more kinds of play.
2. Have a clearer picture of my role and will intervene in play more.
3. Will carry over what I've learned here into my class.
4. Will have more to offer children - will be more of a help to them.
5. Will change my approach to children.
6. Will discuss teacher intervention in play with the day-care personnel I supervise.
7. Will know ways to help children in socio-dramatic play.
8. Will encourage more verbal interaction during role play.
9. Will do more dramatic play with my children.
10. Will use more props.

RECOMMENDATIONS:

1. Live observation would help too.
2. Role playing.
3. More specific examples of how to help children elaborate their play.
4. Video-tape was too long and small groups unnecessary.
5. More suggestions for other props and settings besides housekeeping.
6. Discussion of sociodramatic play on a larger scale (e.g. 19 children and 2 teachers).

APPENDIX D

Appendix D includes two excerpts from the regularly-published ALE Newsletter as an example of the way in which the various ALE workshops were advertised. They are as follows:

1. Typical ALE Newsletter Calendar.

2. Typical Page of ALE Newsletter giving descriptions of each workshop offered.

Typical ALE Newsletter Calendar

ADVISORY AND LEARNING EXCHANGE WORKSHOP SCHEDULE

– FOR YOU TO POST –

NOVEMBER – DECEMBER

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
5 7:30–9:30 · Triwall Advisory	**6** 7:30–9:30 · Know your Camera Advisory	**7** 1:30–3:30 · Cognitive Approach · Advisory 7:30–9:30 · Raffia Advisory 7:30–9:30 · Field Trips · Advisory	**8** 7:30-9:30 · Cognitive Approach Advisory	**9**	**10** 9:30–noon · Puppets and Plays, I Advisory 10:00–1:00 · Print Making · Advisory
12 9:00–3:00 · Confluent Education Advisory *continued the 13th –* → 7:30–9:30 · Triwall Advisory	**13** ← 7:30 · Tertulia Bilingue Advisory	**14** 12:30–2:30 · Visit to a Math Lab Drew School, Art. 1:30–3:30 · Cognitive Approach, Advisory 7:00–9:00 · Dance Advisory 7:30–9:30 · Painting for the Classroom Advisory	**15** 1:30–4:30 · Creative Dramatics · Advisory 3:30 –6:30 · Open Education Peabody School 7:30–9:30 · Making a Terrarium · Advisory 7:30–9:30 · Cognitive Approach Advisory	**16**	**17** 9:30–noon · Puppets and Plays, II Advisory 10:00–1:00 · Print Making Advisory 9:30–noon String Design Advisory
19 9:30–noon · Teach Them all to Read, Gordon Jr. High 7:30–9:30 · Triwall Advisory	**20** 7:30–9:30 · Immersion in Metric Advisory	**21** 1:30–3:30 · Cognitive Approach Advisory	**22** HAPPY THANKSGIVING 	**23**	**24**
26 7:30–9:30 · Triwall Advisory	**27** 9:30–noon · Reading Alternatives Advisory 7:30–9:30 · Man a Course of Study Advisory	**28** 1:30–3:30 · Cognitive Approach Advisory 7:30–9:00 · How's Your Listening? Advisory 7:30–9:30 · Geometory Advisory	**29** 7:30–9:30 · Cognitive Approach Advisory	**30**	**1** 10:00–2:00 · The Cemetery as a Learning Site, Advisory 10:00–12:30 · Constructing Instructional Materials, Advisory
3 1:30–3:30 · Adventure in Rhythm, I Advisory 7:30–9:30 · Adventure in Rhythm, II Advisory	**4** 3:30–5:30 · Environmental Education for Pre-School, Advisory 7:30–9:30 · Beautiful Junk Advisory	**5** 1:30–3:30 · Cognitive Approach Advisory 7:30–9:30 · Attribute Blocks with the Very Young, Advisory 7:30–9:30 · So they Learn to Read, then What? Session I Advisory	**6** 1:30–3:30 · So They Learn to Read, Then What? Session II Advisory 7:30–9:30 · Learning to be Free. Advisory 7:30–9:30 · Cognitive Approach Advisory	**7**	**8** 9:00–2:00 · Click and Print Advisory 9:30–noon · Paper Sculpture, I Corcoran
10 7:30–9:30 · Discipline: Toward a Definition Advisory	**11** 3:30–5:30 · Preschool Curriculum from Black Perspective, Advisory 7:30–9:30 · Batick & Puppets Advisory 7:30–9:30 · Easy Games to Make Children Think, Advisory	**12** 1:30–3:30 · Cognitive Approach Advisory 7:30–9:30 · Foundations for Reading Success Advisory	**13** 1:30–3:30 · Ojo de Dios Advisory 7:30–9:30 · Cognitive Approach Advisory	**14**	**15** 9:30–noon · Paper Sculpture, II Advisory

Don't forget to call to register or to cancel. Our number: 872-1220. Our address: 1133 15th St., N.W. Suite 100

Our hours: Monday – Thursday 8:30 a.m.–9:30 p.m. Friday 8:30 a.m.–5:00 p.m. Saturday 9:00 a.m.–1:30 p.m.

Typical Page of ALE Newsletter

Perhaps you would like to bring a parent from your classroom to the workshop who would help small groups of children get started with clicking and printing. Recommended particularly for upper elementary students.

PAPER SCULPTURE

Saturday, December 8, 1973
9:30 a.m. - 12:00 noon
Corcoran Gallery of Art
New York & E St., N.W.
Saturday, December 15, 1973
9:30 a.m. - 12:00 noon
Advisory and Learning Exchange
(A series of two)

DAVID STEVENS, a local artist and director of a special education program at the Corcoran, will conduct a two-part workshop which will provide an opportunity to explore the realm of sculpture with inexpensive and satisfying materials. You will be encouraged to think creatively in terms of sculptural form as well as about the processes necessary for assembling your individual work. Appropriate techniques such as folding, scoring, clipping, gluing and slotting will be used as needed.

Here is a project appropriate at all times and especially useful in the classroom as the holiday season approaches. Please plan to attend both sessions.

DISCIPLINE: TOWARD A DEFINITION AND A SOLUTION

Monday, December 10, 1973
7:30 p.m. - 9:30 p.m.
Advisory and Learning Exchange

Discipline is a major concern of parents and school people the country over. Over the next few months, the Advisory will be exploring the subject and will help you find ways of thinking new thoughts about it.

What better way to begin than to spend an evening with KENNETH HASKINS, our new Vice-Superintendent of Schools. He and our new Superintendent have some views on discipline that are so fundamental that we need to give them very serious consideration for they go to the heart of our teaching and learning relationships at home and at school. These views are hard to handle because they include us, our behavior and our program, in the discipline package.

Ken Haskins, former lecturer at the Harvard School of Education and principal of Morgan Community School, will pose the question that he feels must open any real discussion on discipline: What kind of adults do we want our children to be? When the group decides on that, he will lead you in thinking about ways of arriving at, what he calls, "some well-thought out behaviors." These are behaviors that children and adults can buy into which can be taught and practiced, and will serve both adult and child a lifetime.

THE PRE-SCHOOL CURRICULUM FROM A BLACK PERSPECTIVE

Tuesday, December 11, 1973
3:30 p.m. - 5:30 p.m.
Advisory and Learning Exchange

In the last few years an increasing number of blacks have become concerned with and involved in the development of independent, alternative educational institutions that speak to the needs of black children.

FAYE COLEMAN, a bright, young Ford Foundation Fellow, has been working on the development of a total curriculum approach to teaching pre-schoolers. She will discuss an over-all philosophy and suggest curriculum guidelines she finds appropriate to the education of black children at the pre-school level.

BATIK AND PUPPETS

Tuesday, December 11, 1973
7:30 p.m. - 9:30 p.m.
Advisory and Learning Exchange

For those who have had some basic batiking experiences, LILA HOCHBERG will conduct a workshop in batiked hand-puppets.

Language arts, personal development and social studies curriculum areas are often enhanced by puppet-making projects. Another plus is the chance to further develop batik procedures and concents in a project which is inexpensive, fun to do and useful in many ways.

CHEAP AND EASY GAMES THAT MAKE CHILDREN THINK

Tuesday, December 11, 1973
7:30 p.m. - 9:30 p.m.
Advisory and Learning Exchange

Because of their natural appeal, games are an invaluable device in teaching children the skills of strategic thinking: skills such as planning ahead, anticipating consequences, considering the possible moves of others.

SUE HOLLIS, Head Teacher at the Kingsbury Lab School, will talk a bit about the philosophy of strategy-games and then share with you some of the games she has made, based upon games that have been played throughout the centuries. Some of these mind puzzlers are very simple, and appropriate for kindergarten children; others could challenge a bearded professor. Besides playing a variety of games, you will have a chance to make at least one. Please bring with you 24 buttons, counters, rocks, etc., – something to use on your game board.

FOUNDATIONS FOR READING SUCCESS

Wednesday, December 12, 1973
7:30 p.m. - 9:30 p.m.
Advisory and Learning Exchange

How can a child learn to "read" and understand a printed symbol if he has never really *heard* the sound, or word, or phrase it stands for?

If children understand what they hear -if they can *feel* a phrase, then when the actual letters or words or phrases are introduced in print, they are a symbol of what they already understand aurally. Trying to teach reading skills without this auditory foundation can be frustrating for both child and teacher, whether the child is six years old or sixteen.

CATHERINE NADON has invented many games and techniques to help us learn how to develop auditory skills: syllable games, word games, use of chants and poetry, etc. If you are a parent, tutor, or teach reading at any level (including Jr. and Sr. High) don't miss this one.

MAKE AN OJO DE DIOS (God's Eye)

Thursday, December 13, 1973
1:30 p.m. - 3:30 p.m.
Advisory and Learning Exchange

This weaving craft is based on an ancient South American Indian tradition which employs colorful yarns wrapped over crossed sticks. The results are decorative and pleasing to both adults and children and most welcome at holiday times.

If your classes have been involved in looking at a variety of cultural traditions at this time of the year, the folklore and symbolism behind this craft will be most interesting. LILA HOCHBERG will conduct the session. Bring scraps of yarns of all colors to use and to trade.

NOTE FROM LILA HOCHBERG:

Many craft workshops in which I have been involved recently were intended to be useful steps in beginning new techniques with children. There will now be additional time available to explore and develop these areas at your convenience. While we work we can discuss how to make these crafts more relevant, functional and useful in your classroom. I will be at the Advisory on Thursdays and Fridays. Call . . . then come!